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ABSTRACT

This guide outlines content requirements needed to satisfy K-8 proficiency expectations in music in Idaho. Local school districts are to produce an instructional guide based upon the defined course of study. The brief outlines are in skeletal form allowing local autonomy in teaching the course of study. This publication includes basic goals and objectives of a music program for Idaho elementary schools. Each section (by grade level) addresses study in: (1) language and structure of music; (2) skills in performing, creating, and listening to music; (3) heritage and history of music; and (4) appreciation and evaluation. (EH)

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IDAHO ELEMENTARY MUSIC COURSE OF STUDY

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A Guide for Excellence in Music Education

SO 028 351

JERRY L. EVANS
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

IDAHO ELEMENTARY MUSIC

COURSE OF STUDY

K-8

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Fourth Reprint
July 1994

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TABLE OF CONTENTS

		Page
State Board of Education		i
Forward		ii
Preface		iii
Elementary Music Committee		iv
Acknowledgements		v
PART I		
Statement of Philosophy and Purpose		vi
PART II	Color Code	
Kindergarten	Dark Pink	1
First Grade	Purple	7
Second Grade	Pink	15
Third Grade	Goldenrod	23
Fourth Grade	Buff	31
Fifth Grade	Yellow	39
Sixth Grade	Salmon	47
Seventh-Eighth Grade	Green	55
PART III		
Scope and Sequence		61
Appendix A (Condensed Glossary)		71
Appendix B (General Glossary)		73
Appendix C (Resource Materials)		79
Appendix D (State Songs)		81

IDAHO ELEMENTARY MUSIC COURSE OF STUDY K-8

Approved

1988

by the
Idaho State Board of Education

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FOREWORD

During the 1987-88 school year, a twelve member curriculum committee was assembled to write the *Idaho Elementary Music Course of Study, K-8.* Elementary music teachers, classroom teachers, school administrators and college personnel, under the guidance of the State Department of Education, worked together to design and write the K-8 guide. Resources from various states, as well as input from local school districts, were used in writing Idaho's guide.

This course of study guide has been designed to help teachers establish continuity in their elementary school music curriculums and to assist in formulating realistic goals for themselves and their students.

It is recommended that all Idaho public school districts utilize it as a basic resource. It is the responsibility of the local boards, administrators, and teachers to ensure that their programs of music instruction follow, at the minimum, the State guide.

I commend each person who participated in the writing of this guide. If used as a basic resource for the development of local guides, it should serve the public schools well and ensure quality music instruction for Idaho students.

Jerry L. Evans
State Superintendent of
Public Instruction

PREFACE

The purpose of this course of study guide is to delineate content requirements needed to satisfy K-8 proficiency expectations in Music. The State Department of Education, in concert with the Elementary Music Curriculum Committee, has defined and set forth this course of study for grades K-8. It now becomes the responsibility of the local school district to produce an instructional guide based upon the defined course of study.

Although educators sometimes use the terms interchangeably, a course of study is not an instructional or curriculum guide. To compare the two as used in this document, the following may be helpful:

COURSE OF STUDY	INSTRUCTIONAL GUIDE
1. Prescribes what is to be taught in a given subject or program.	1. Describes how the given subject or program may be taught.
2. Defines the subject or program in terms of purpose, definition, student goals and objectives.	2. Makes suggestions as to instructional aides, materials, learning experiences, and methods of teaching.
3. Can be changed only by action of the State Board of Education.	3. Is revised, adapted, changed as needed at the discretion of school educators.

Courses of study will generally be brief outlines in skeletal form. Instructional guides should be developed to augment and supplement courses of study.

The State Department of Education encourages administrators to place this course of study with educators who teach music in grades K-8.

In order to fully utilize this course of study, districts may need to provide in-service assistance to their staffs. The State Department of Education can assist in meeting this need.

ELEMENTARY MUSIC COMMITTEE

Grateful appreciation is extended to the following people for their dedication and professional expertise in writing this guide. Without their expertise and desire to improve the quality of music education in Idaho, this project could not have been completed.

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Authors: Judith Svengalis, Laura Magee, Patricia Sink, Pamela Gross, Mark Lehman, Francis Robinson, Guy Blair

Minnesota State Department of Education, St. Paul, Minnesota
Material taken from:
Some Essential Learner Outcomes in Music Education

Oregon State Department of Education, Salem, Oregon
Material taken from:
Self Evaluation Checklist for Elementary Music, Grades 1-6

South Carolina State Department of Education, Columbia, South Carolina
Material taken from:
The South Carolina Framework for Music Education

Utah State Department of Education, Salt Lake City, Utah
Material taken from:
A Course of Study for Vocal and General Music in Utah

Music Educators National Conference, Reston, Virginia
Material taken from:
The School Music Program: Description and Standards

PHILOSOPHY AND PURPOSE

Human beings use the language of music to transcend the mundane and make life events and activities memorable. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, emphasized this power of the language of music when he wrote: "Verbal language skill was not the only development of early civilizations. There were human experiences that could not be captured by the sounds and visual impressions we call words. For the most intimate, most profoundly moving universal experiences, they created a more subtle, more sensitive set of symbols - a richer language we call the arts. Music, dance, and the visual arts transmitted most effectively the heritage of a people and expressed most profoundly the deepest human joys and sorrows."

To fully develop the capacity to appreciate, understand, or express the language of music, it is vital that all children begin their experience with it in a quality program of instruction at the elementary level. Such a program should be comprehensive in nature, designed to help students (1) gain an understanding of the language and structure of music, (2) develop skills in performing, creating and listening to music, (3) broaden their understanding of mankind's music heritage, and (4) deepen their appreciation and valuing of music.

The publication, IDAHO ELEMENTARY MUSIC COURSE OF STUDY, K-8, includes basic goals and objectives of a music program designed to foster growth in the program described above. It is hoped that its use by Idaho school administrators and teachers will assist in producing graduates who: (1) are able to make music, alone and with others, (2) are able to improvise and create music, (3) are able to use the vocabulary and notation of music, (4) are able to respond to music aesthetically, intellectually, and emotionally, (5) are acquainted with a wide variety of music, (6) understand the role music has played and continues to play in the lives of human beings, (7) are able to make aesthetic judgments based on critical listening and analysis, (8) have developed a commitment to music, and (9) are able to continue their musical development independently.

Above all, it is hoped that the publication will be used as a vehicle to enhance the lives of Idaho elementary-age children by instilling in them a genuine love and appreciation for the art of music.

Grade K

I. Language and Structure of Music

Goal: Students will perceive and understand the elements of music, including Rhythm, Melody, Harmony, Tempo-Dynamics, Form, and Timbre.

A. Students will perceive and understand features of Rhythm.

Objectives
Students will

1. identify and describe steady beat in environmental sounds, such as a clock ticking.
2. move to a steady beat through such activities as patting, tapping, and walking.
3. identify and respond to long and short sounds through a variety of movements.

B. Students will perceive and understand features of Melody.

Objectives
Students will

1. distinguish between their speaking and singing voices.
2. grow in their ability to sing, in tune, songs having a narrow range.
3. sing from memory a variety of folk and composed songs.
4. explore high and low pitches through a variety of mediums.
5. demonstrate the difference between smooth melodies and disconnected melodies.

C. Students will perceive and understand features of Harmony.

Objectives
Students will

1. demonstrate an ability to concentrate on two things at once by such activities as singing and clapping or singing and stepping.
2. sing a melody while being accompanied by the teacher.

D. Students will perceive and understand features of Tempo-Dynamics.

Objectives
Students will

1. demonstrate an awareness of fast and slow tempo.
2. distinguish between loud and soft sounds.

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E. Students will perceive and understand features of Form.

Objective
Students will

1. develop a general awareness of musical structure through a wide variety of musical experiences.

F. Students will perceive and understand features of Timbre.

Objectives
Students will

1. experiment with the different qualities of sound that a single object can produce.
2. distinguish one sound-producing source from another.

II. Skills in Performing, Creating, and Listening to Music.

Goal: Students will develop skills in Performing, Creating, and Listening to Music.

A. Students will develop skills in Singing.

Objectives
Students will

1. explore high and low voice registers through such activities as imitating a siren.
2. grow in ability to sing in tune a variety of songs.
3. demonstrate the difference between loud-soft and fast-slow when chanting and singing.
4. develop their awareness of musical structure through a variety of singing activities, such as call and response songs and antiphonal songs (dividing the song between teacher and the class).

B. Students will develop skills in Playing.

Objectives
Students will

1. demonstrate sensitivity to beat through use of rhythm instruments.
2. demonstrate understanding of long-short and loud-soft through the use of appropriate classroom instruments.
3. demonstrate an understanding of high-low by exploring sounds on melody instruments.
4. demonstrate a knowledge of smooth and disconnected sounds by playing examples on melody instruments.
5. show increasing ability to play both beats and rhythm

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patterns of fast and slow songs and chants on classroom instruments.
6. experiment with the sound quality of a variety of sound sources, including environmental sources and classroom instruments.

C. Students will develop skills in Moving.

Objectives
Students will

1. move to a steady beat produced by the teacher on a percussion instrument.
2. move to long-short sounds using appropriate body movements and locomotor activities such as walking versus running.
3. interpret high-low sounds and identify melodic direction through bodily movement.
4. move to smooth and disconnected melodic phrases.
5. prepare for harmony experiences by moving rhythmically in different ways while singing.
6. respond to fast-slow and loud-soft chants and music through a variety of movements.
7. experience form through participation in musical activities which have bodily movements that highlight the structure.

D. Students will develop skills in Reading and Writing.

Objective
Students will

1. demonstrate an awareness of high and low sounds by interpreting rising and falling lines of melodic contour.

E. Students will develop skills in Creating.

Objectives
Students will

1. explore different ways of showing steady beat with the body.
2. explore different ways of showing long and short sounds.
3. Move creatively to high and low sounds and to the rise and fall of a melodic line.
4. create smooth and disconnected movements.
5. develop understanding of fast-slow and loud-soft through creative activities involving singing, playing, moving, and pantomime.

F. Students will develop skills in Listening.

Objectives
Students will

1. discover and demonstrate the beat as heard in recorded music of different styles.
2. be exposed to recorded music of children's voices from a similar age group.
3. have repeated opportunities to hear expressive singing by the teacher or other adult singer.
4. be exposed to listening examples containing fast-slow and loud-soft components.
5. listen to music having harmonic accompaniment.
6. distinguish between the sound qualities of different sound sources.

III. Heritage and History of Music

Goal: Students will gain an understanding of mankind's rich heritage of music and its development throughout history.

A. Students will gain an understanding of our national music heritage.

Objectives
Students will

1. sing and perform singing games and dances which are representative of our country's folk heritage and culture.
2. be exposed to Native American music.

B. Students will gain an understanding of the music of many historical periods and cultures.

Objectives
Students will

1. become aware of music from various cultures (example: Irish songs for St. Patrick's Day).
2. recognize that music can belong to a different time.

C. Students will gain an understanding of the relationship of music to other areas of the arts and humanities.

Objective
Students will

1. interpret music through visual arts, dance, stories, and drama.

D. Students will gain an understanding of common musical structures, small and large.

Objective
Students will

1. develop some familiarity with small structures such as songs, dances, games, marches, and lullabies.

E. Students will gain an understanding of the different purposes for which music is created and how that will affect its style and form.

Objectives
Students will

1. become aware of how music reflects a certain lifestyle through work, play, and emotion (example: cowboy songs, farm songs).
2. become aware of the contrasting musical sounds of classical, popular, and folk music.

IV. Appreciation and Evaluation.

Goal: Students will grow in appreciation, enjoyment, and discrimination of music.

A. Students will find enjoyment in responding to the feelings music can evoke.

Objective
Students will

1. be aware of happy and sad songs.

B. Students will develop an appreciation for excellence in performance.

Objectives
Students will

1. determine if the musicians enjoyed performing.
2. listen to quality performances by children's choirs.
3. work to develop beauty and clarity of their own sound.

C. Students will gain an understanding of musical careers.

Objectives
Students will

1. become aware of music as a life vocation and that musicians work as do carpenters, doctors, lawyers, teachers, etc.

D. Students will seek out additional performing and listening opportunities.

Objectives
Students will

1. be made aware of quality musical programs on television.
2. be made aware of quality recording, song collections, and arts programs for children.

E. Students will exhibit proper and appreciative audience behavior.

Objectives
Students will

1. not talk during a concert.
2. sit in one place during an entire concert.
3. will clap at the appropriate time, length, and dynamic level.

F. Students will evaluate individual and group performances and defend judgments in musical terms.

Objective
Students will

1. describe a performance in their own words.

Grade 1

I. Language and Structure of Music

Goal: Students will perceive and understand the Elements of Music, including Rhythm, Melody, Harmony, Tempo-Dynamics, Form and Timbre.

A. Students will perceive and understand features of Rhythm.

Objectives
Students will

1. define and distinguish between beat and rhythm.
2. distinguish between two short sounds and one long sound within 2/4 meter.
3. identify and respond to ♩, ♫, 𝄽 , etc.
4. define and experience accent or stress as a device for grouping strong and weak beats.
5. understand that barlines can be used to create measures containing a strong and a weak beat.
6. use a symbol $\frac{2}{4}$ or $\frac{4}{4}$ or $\frac{2}{2}$ to designate the grouping of two beats per measure.

B. Students will perceive and understand features of Melody.

Objectives
Students will

1. identify and describe the difference between high and low sounds in a variety of mediums.
2. demonstrate their understanding of the pitches So, Mi, and La.
3. identify intervals by step, skip, and repetition.

C. Students will perceive and understand features of Harmony.

Objectives
Students will

1. grow in their ability to concentrate on two things at once in preparation for harmony activities.
2. develop the ability to perform two-part speech exercises, including chants with accompanying ostinati patterns, and spoken rounds.
3. identify instruments that provide harmonic accompaniment, such as piano, autoharp, and guitar.

D. Students will perceive and understand features of Tempo-Dynamics.

Objectives
Students will

1. distinguish between getting faster and getting slower.
2. distinguish between getting louder (<) and getting softer (>).

E. Students will perceive and understand features of Form.

Objectives
Students will

1. identify where phrases begin and end in a simple song.
2. identify phrases as being the same or different.
3. recognize two-part sectional form: AB
4. participate in two-part spoken rounds.
5. perform correctly music containing a repeat symbol (:‖).

F. Students will perceive and understand features of Timbre.

Objectives
Students will

1. experiment with a variety of body sounds, such as clapping, snapping, and mouth sounds.
2. experiment with "found sounds" in their environment.
3. distinguish between adult and children's voices.
4. distinguish between soprano and bass voices.
5. identify by sight and sound traditional classroom rhythm instruments.
6. identify by sight and sound familiar orchestra instruments, such as the violin, flute, trumpet, snare drum, and bass drum.

II. Skills in Performing, Creating, and Listening to Music

Goals: Students will develop skills in Performing, Creating and Listening to Music.

A. Students will develop skills in Singing

Objectives
Students will

1. verbalize and demonstrate where one long or two short sounds occur when singing the words of a song or chanting word rhythms.

2. sing songs containing the rhythmic concepts ♩ , ♫, 𝄽 .
3. demonstrate an awareness of where the accent or stress occurs in duple meter, when singing or chanting.
4. grow in the ability to sing on pitch, using a voice that is natural and produced without strain within a comfortable range.
5. sing songs having high and low sounds.
6. sing a variety of melodic patterns and songs containing So, Mi, and La.
7. sing a melody while the teacher accompanies them on a harmonic instrument.
8. sing songs that gradually increase and decrease in tempo and dynamics.
9. sing songs having clearly defined phrases.
10. chant two-part spoken rounds.
11. sing songs containing a simple repeat sign (𝄆).

B. Students will develop skills in Playing.

Objectives
Students will

1. demonstrate an understanding of the difference between beat and rhythm by performing on a classroom instrument.
2. perform short (♫) and long (♩) sounds in duple meter on classroom instruments.
3. experience accent or stress in duple meter through playing classroom instruments.
4. play melodic patterns demonstrating high and low sounds.
5. play simple So-Mi melodic patterns.
6. demonstrate an understanding of step, skip, and repetition by playing examples on a melodic instrument.
7. play simple ostinato patterns to well-known songs.
8. demonstrate their understanding of getting faster/slower and getting louder/softer by performing these concepts on classroom instruments.
9. show an understanding of same and different phrases by accompanying on like instruments phrases that are the same, but changing instruments for phrases that are different.

C. Students will develop skills in Moving.

Objectives
Students will

1. experience through movement the difference between rhythm and beat.
2. move creatively to short and long sounds in duple meter.
3. demonstrate through movement where the accent is placed in duple meter.
4. use appropriate body movements to demonstrate the

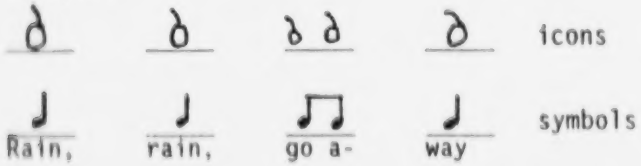
difference between high and low sounds.

5. move appropriately to demonstrate steps, skips, and repetitions.
6. use appropriate movements to accompany two-part spoken rounds.
7. move appropriately to demonstrate getting faster/slower and getting louder/softer.
8. use appropriate movements to show where one phrase ends and another begins.
9. use like movements for phrases that are the same, but change movements for phrases that are different.
10. move creatively to show the change of mood between the A and B sections in two-part form.

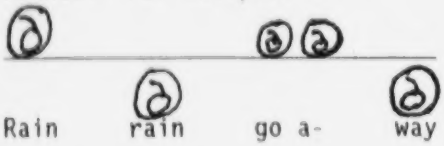
D. Students will develop skills in Reading and Writing.

Objectives
Students will

1. read icons and symbols representing silence (𝄽) and long and short sounds in relation to the beat. For example:

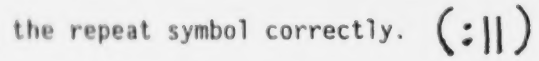


2. place the accent symbol and barlines in the proper places in a 2/4 meter.
3. read and place icons to show the difference between high and low sounds. For example:



4. read and write patterns and melodies containing So, Mi, and La.
5. use handsigns to reinforce their reading of So, Mi, La.
6. identify So, Mi, La intervals as steps, skips, or repetition.
7. read and write the symbols < and > .
8. designate phrases that are the same or different through use of pictures and icons. For example:

	Same	Same	Different	Different
pictures:				
icons:				

9. write the repeat symbol correctly. 

E. Students will develop skills in Creating.

Objectives
Students will

1. create their own rhythmic phrases using in 2/4 meter.
2. experiment with high and low sounds using their voices and classroom instruments.
3. create their own melodies containing So, Mi, and La.
4. create rhythmic and melodic patterns to demonstrate getting louder/softer and getting faster/slower.
5. create their own melodies having same and different phrases.
6. create sound pieces using body sounds, environmental sounds, and simple classroom instruments.

F. Students will develop skills in Listening.

Objectives
Students will

1. distinguish between silence ( ) and long ( ) and short ( ) sounds in listening experiences.
2. identify high and low sounds during listening activities.
3. identify So, Mi, and La in simple music.
4. identify steps, skips, and repetitions.
5. experience a variety of music containing harmony.
6. identify the concepts of getting faster/slower and getting louder/softer through a variety of listening experiences.
7. listen to many examples of music having clearly defined phrase structure.
8. recognize when the A section ends and the B section begins in a variety of simple, two-part recorded compositions.
9. recognize the sound of a violin, flute, trumpet, snare drum, piano and guitar when heard on recordings having clearly defined examples.
10. listen to examples of music containing both adult and children's voices.
11. listen to a variety of songs sung by sopranos and basses.

III. Heritage and History of Music

Goal: Students will gain an understanding of mankind's rich heritage of music and its development throughout history.

A. Students will gain an understanding of our national music heritage.

Objectives
Students will

1. sing and perform singing games and dances which represent our country's heritage and culture.
2. sing patriotic songs and songs associated with national holidays and special celebrations.

B. Students will gain an understanding of the music of many historical periods and cultures.

Objectives
Students will

1. sing and perform singing games and dances from other countries.
2. listen to and discuss music from different historical periods.

C. Students will gain an understanding of important composers and their music.

Objectives
Students will

1. study the lives and music of several composers, appropriate to the age level; such as:

   Prokofief - "Peter and the Wolf"
   Saint-Saens - "Carnival of the Animals"
   Copland - "Billy the Kid"
   Bartok - "From the Diary of a Fly"

D. Students will gain an understanding of the relationship of music to other areas of the arts and humanities.

Objective
Students will

1. experiment with a variety of sound sources to accompany stories, dances, dramas, and choral readings.

E. Students will gain an understanding of common musical structures, small and large.

Objective
Students will

1. continue to develop their understanding of small structures, such as songs, marches, and dances.

F. Students will gain an understanding of the different purposes for which music is created and how that will affect its style and form.

Objective
Students will

1. perform and discuss music used for different life styles and settings, such as play party songs and games.

IV. Appreciation and Evaluation

Goal: Students will grow in appreciation, enjoyment, and discrimination of music.

A. Students will find enjoyment in responding to the feelings music can evoke.

Objectives
Students will

1. explore fast and slow, loud and soft, as they affect the mood of a composition.
2. listen to music having a variety of moods.

B. Students will develop an appreciation for excellence in performance.

Objectives
Students will

1. develop beauty and clarity of their own sound.
2. listen to quality examples of children's choirs.

C. Students will gain an understanding of musical careers.

Objective
Students will

1. be aware of music as a career, especially the careers of singers and dancers.

D. Students will seek out additional performing and listening opportunities.

Objective
Students will

1. be made aware of quality musical programs on television.
2. be encouraged to purchase music recordings and books, and to attend area arts performances.

E. Students will exhibit proper and appreciative audience behavior.

Objective
Students will

1. sit as quietly as possible during a concert and not talk while the music is being performed.

F. Students will evaluate individual and group performances and defend judgments in musical terms.

Objectives
Students will

1. describe a performance in their own words.
2. discuss how to improve their own performances.

Grade 2

I. Language and Structure of Music

Goal: Students will perceive and understand the Elements of Music, including Rhythm, Melody, Harmony, Tempo-Dynamics, Form, and Timbre.

A. Students will perceive and understand features of Rhythm.

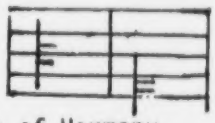
Objectives
Students will

1. identify and experience , , tied notes, .
2. increase their facility to use 2/4 meter.

B. Students will perceive and understand features of Melody.

Objective
Students will

1. demonstrate an understanding of the pentatonic scale - Do, Re, Mi, So, and La, and of "Do" clef:



C. Students will perceive and understand features of Harmony.

Objectives
Students will

1. experience harmony with simple two-part rounds.
2. use a simple ostinato with well-known melodies.

D. Students will perceive and understand features of Tempo/Dynamics.

Objective
Students will

1. express slow and fast, soft and loud in musical terms, such as largo, presto, piano (p), and forte (f).

E. Students will perceive and understand features of Form.

Objectives
Students will

1. distinguish between phrases that are the same and those that are different.
2. distinguish between two-part (AB) and three-part (ABA) forms.
3. participate in two-part spoken and sung rounds.
4. perform correctly a song having a first and a second ending.

F. Students will perceive and understand features of Timbre.

Objectives
Students will

1. experiment with body sounds and "found sounds" from their environment.
2. distinguish between soprano and alto, tenor and bass voices.
3. identify by sight and sound traditional classroom rhythm and melody instruments.
4. identify by sight and sound the string bass, tuba, bassoon, cymbals, and clarinet.
5. perform choral readings of favorite poems.

II. Skills in Performing, Creating, and Listening to Music

Goals: Students will develop skills in performing, Creating and Listening to Music.

A. Students will develop skills in Singing.

Objectives
Students will

1. be able to sing and chant , , tied notes, in 2/4 meter.
2. sing on pitch, using a voice that is natural and produced without strain within a comfortable range.
3. sing a variety of songs, including folk, patriotic, ethnic, and children's fun songs.
4. develop facility in singing different combinations of tonal patterns containing Do, Re, Mi, So, and La within well-known songs and solfege exercises.
5. sing simple two-part rounds and ostinati to well-known songs.
6. demonstrate their understanding of piano (p), forte (f), largo and presto when singing.
7. sing a variety of songs containing same and different

phrases.
8. sing correctly songs having first and second endings.
9. chant choral readings of favorite poems.

B. Students will develop skills in Playing.

Objectives
Students will

1. be able to perform , , tied notes, on a variety of classroom instruments.
2. perform rhythmic patterns in 2's and 3's by clapping, stepping or playing rhythm instruments in echo to the teacher.
3. play simple melodies containing Do, Re, Mi, So, and La on melodic instruments.
4. perform simple ostinati on melodic instruments as accompaniments to well-known songs.
5. play a harmonic instrument (autoharp) to simple songs that have a two-chord accompaniment.
6. demonstrate an understanding of piano (p), forte (f), largo and presto through their playing of classroom instruments.
7. use appropriate instruments to show the difference between same and different phrases.
8. use instruments to create appropriate sound effects for choral readings.

C. Students will develop skills in Moving.

Objectives
Students will

1. continue to refine their ability to move to the beat and to explore ways of moving to , , tied notes,
2. respond with body movements to show the rise and fall of melodies containing Do, Re, Mi, So, and La.
3. move in a variety of singing games.
4. express through body movement their understanding of piano/forte — (tip-toe/stomp) and largo/presto— (strolling/running).
5. use a variety of movements to distinguish phrases that are the same from those that are different.
6. move creatively to show an understanding of AB and ABA sectional forms.
7. use appropriate actions to accompany two-part rounds.

D. Students will develop skills in Reading and Writing.

Objectives
Students will

1. be able to read and write , , tied notes, in 2/4 meter.
2. read and write patterns and melodies containing Do, Re, Mi, So, and La.
3. use hand signs to reinforce their reading of Do, Re, Mi, So, and La.
4. develop facility in using the "Do" clef.
5. read when a chord change is necessary in simple two-chord songs.
6. interpret symbols for soft (p) and loud (f), largo and presto within music performed.
7. label soft with "p" and loud with "f", slow with "largo" and fast with "presto" when appropriate within a song.
8. designate phrases that are the same and different through use of letters: a, b, c, etc.; for example:

Same	Same	Different	Different
a	a	b	b

9. use letters to designate the form of two-part and three-part sectional compositions: AB and ABA.

E. Students will develop skills in Creating.

Objectives
Students will

1. use , , tied notes, to create rhythmic patterns which they can perform by clapping or playing on classroom instruments.
2. create their own melodies with Do, Re, Mi, So, and La, using their voices or melodic instruments.
3. experiment with finding chords that could accompany a simple harmonic song.
4. create simple ostinati for well-known songs.
5. explore ways of using different dynamics and tempi when singing, playing, or moving.
6. create melodies having same and different phrases.
7. create their own rhythm rounds.
8. create sound pieces using body sounds, environmental sounds, and simple classroom instruments.
9. arrange simple choral readings, using favorite poems and decide on appropriate sound effects using classroom instruments or other sound-producing sources.

F. Students will develop skills in Listening.

Objectives
Students will

1. identify , , tied notes, aurally, through listening experiences.
2. identify beat, accent, and meter in 2's and 3's in a variety of music.
3. aurally identify melodic lines that move by steps, skips, or repetition.
4. recognize the Do, Re, Mi, So, La scale when it is sung or played on melodic instruments.
5. recognize the need for chord changes when accompanying a simple melody on a harmonic instrument.
6. aurally identify chord changes occurring in simple music.
7. identify and describe a change in dynamics or tempo heard in listening exercises.
8. listen to many examples of music having clearly defined phrase structure.
9. listen to a variety of compositions using AB and ABA sectional forms.
10. recognize the sound of a string bass, tuba, bassoon, cymbals, and clarinet.
11. listen to a variety of songs sung by sopranos, altos, tenors, and basses.

III. Heritage and History of Music

Goal: Students will gain an understanding of mankind's rich heritage of music and its development throughout history.

A. Students will gain an understanding of our national music heritage.

Objectives
Students will

1. sing and perform singing games and dances which are representative of our country's heritage and culture.
2. sing patriotic songs and songs associated with national holidays and special celebrations
3. discuss musical characteristics found in native American music and other American folk music.

B. Students will gain an understanding of the music of many historical periods and cultures.

Objectives
Students will

1. sing and perform singing games and dances from other countries.

2. discuss musical characteristics found in music from other countries.
3. listen to and discuss music from different historical periods.

C. Students will gain in understanding of important composers and their music.

Objectives
Students will

1. study the lives and music of several composers appropriate to grade level, such as

   Tchaikovsky's - "Nutcracker"
   Dukas' - "Sorcerer's Apprentice"
   Grieg's - Peer-Gynts Suites"
   Schuman's - "Scenes from Childhood"
   Copland's - "Rodeo"

D. Students will gain an understanding of the relationship of music to the other areas of the arts and humanities.

Objectives
Students will

1. experiment with a variety of sound sources to accompany stories, dances, dramas, and choral readings.
2. become aware of principles and elements of music which are also common to visual arts, dance, and poetry, such as repetition, contrast, rhythm, etc.

E. Students will gain an understanding of common musical structures, small and large.

Objective
Students will

1. gain a simple awareness of the structure of an oratorio, as associated with Handel's Messiah and of ballet, as associated with Tchaikovsky's "Nutcracker".

F. Students will gain an understanding of the different purposes for which music is created and how that will affect its style and form.

Objectives
Students will

1. discuss the different settings and purposes of classical, popular, and folk music.
2. perform and discuss music used for different life styles and settings, such as railroad songs, sea chanties, etc.

IV. Appreciation and Evaluation

Goal: Students will grow in appreciation, enjoyment, and discrimination of music.

A. Students will find enjoyment in responding to the feelings music can evoke.

Objectives
Students will

1. experiment with altering the mood of music by using gradual tempo changes and different dynamic levels.
2. listen to music having a variety of moods.

B. Students will develop an appreciation for excellence in performance.

Objectives
Students will

1. continue to develop excellence in their own performances.
2. listen to quality examples of children's choruses.

C. Students will gain an understanding of musical careers.

Objective
Students will

1. be aware of musical careers, such as those of composers and conductors.

D. Students will seek out additional performing and listening opportunities.

Objectives
Students will

1. be made aware of quality programs on television.
2. be encouraged to purchase music books and recordings, and to attend various arts performances.

E. Students will exhibit proper and appreciative audience behavior.

Objective
Students will

1. use respectful concert manners during school and other performances, such as sitting quietly and applauding at appropriate times.

F. Students will evaluate individual and group performances and defend judgments in musical terms.

Objectives
Students will

1. share their impressions and feelings about concerts and assemblies.
2. discuss how they might improve their own performances.

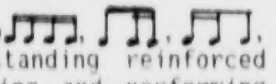
Grade 3

I. Language and Structure of Music

Goal: Students will perceive and understand the Elements of Music, including Rhythm, Melody, Harmony, Tempo- Dynamics, Form and Timbre.

A. Students will perceive and understand features of Rhythm.

Objectives
Students will

1. recognize and respond to beats and rhythm patterns in music, using body percussion, instruments, and movement.
2. identify, read, and respond to basic rhythmic notation learned in previous grades.
3. aurally and visually be introduced to  , with understanding reinforced through a variety of reading, writing and performing experiences.
4. experience songs in 2 (duple) and 3 (triple) beat meters, stressing accented and unaccented beats.

B. Students will perceive and understand features of Melody.

Objectives
Students will

1. respond aurally and visually to the direction of a melodic line, including repeated notes, steps, and skips.
2. recognize and read pitch syllables/numbers/intervals learned in previous grades, using visual reinforcement, i.e., hand signals used by teacher or students.
3. learn note names for melodic patterns of limited range, i.e., mrd in key of G (BAG), F (AGF), and C (EDC).
4. be introduced aurally to interval fa-do (4-8, P 5th) using hand signals.
5. hear, sing, and play in major, minor, and pentatonic (d,r,m,s,l) tonalities.
6. continue to demonstrate understanding of melodic phrases through body movement, singing, and breathing phrase-wise.

C. Students will perceive and understand features of Harmony.

Objectives
Students will

1. experience harmony by singing rounds, ostinati, descants, and partner songs.

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2. experience harmony by playing instrumental rounds, ostinati, descants, and chords on tone-bar, keyboard, and chording instruments (autoharp).

D. Students will perceive and understand features of Tempo-Dynamics.

Objectives
Students will

1. show increasing ability to differentiate among wider variations in tempi.
2. respond to common dynamic markings, written or indicated by the teacher, such as crescendo - decrescendo (< >), F, P.

E. Students will perceive and understand features of Form.

Objectives
Students will

1. identify simple AB form (verse-refrain) and ABA form (verse-refrain-verse) by listening for repetition and contrast.
2. recognize and identify structure found in rounds and canons.

F. Students will perceive and understand features of Timbre (tone color).

Objectives
Students will

1. perceive differences in instrumental tone colors, including pitched and non-pitched rhythm instruments, and orchestra instruments.
2. identify vocal sound sources such as adult male, adult female, or children's voices.

II. Skills in Performing, Creating, and Listening to Music.

Goal: Students will develop skills in Performing, Creating and Listening to Music.

A. Students will develop skills in Singing.

Objectives
Students will

1. match pitches of short musical phrases produced vocally by the teacher.
2. sing harmony in 2-3 part canons or rounds, descants, ostinati, and partner songs.
3. sing with a physically comfortable body.
4. have opportunities to sing accompanied as well as unaccompanied.

B. Students will develop skills in Playing.

Objectives
Students will

1. play beats and rhythm patterns on rhythm instruments.
2. play melody lines, rhythm patterns, and harmony on tone bells and tone-bar instruments, using proper mallet technique.
3. accompany songs on the autoharp using one or two chords.

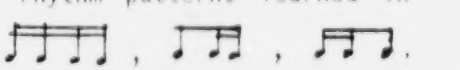
C. Students will develop skills in Moving.

Objectives
Students will

1. move appropriately to express musical ideas such as high-low, soft-loud, and fast-slow.
2. move to simple folk dances and singing games.
3. move to illustrate musical forms, such as AB, ABA.

D. Students will develop skills in Reading and Writing Music.

Objectives
Students will

1. read, write, and perform by singing, playing instruments, and using body percussion, rhythm patterns learned in previous grades, including  , .
2. read, write, and perform simple melodic patterns and phrases in the treble clef, using syllables, numbers, or letter names.
3. read and perform music with attention to its expressive markings and qualities (tempo, dynamics, style).
4. perceive musical form (AB, ABA) as they read and produce music.

E. Students will develop skills in Creating.

Objectives
Students will

1. improvise and compose rhythmic patterns and ostinati using body percussion, speech, singing, pitched and non-pitched rhythm instruments.
2. improvise descants and ostinati accompaniments on melody instruments.
3. select by ear appropriate chords for song accompaniment on the autoharp.
4. create dramatizations using vocal sounds, instruments, or body percussion.
5. use creative body movements to respond to tempo, form, and style.

F. Students will develop skills in Listening.

Objectives
Students will

1. identify by ear melodic patterns, including repeated notes, steps, and skips.
2. experience hearing, singing and playing in major, minor, and pentatonic tonalities.
3. recognize the sound of two part (AB) and three part (ABA) form.
4. identify by sound the orchestral family groups - percussion, string, woodwind, brass.
5. listen for differences in mood, style, tempo, and dynamics of live and recorded music.
6. recognize the difference in duple and triple meter in music.
7. learn the themes from works of great composers, such as "In the Hall of the Mountain King" (Peer Gynt Suite) - Grieg; "The Swan" from Carnival of the Animals - Saent-Saen; "Barcarole" from Tales of Hoffman - Offenbach

III. Heritage and History of Music

Goal: Students will gain an understanding of mankind's rich heritage of music and its development throughout history.

A. Students will gain an understanding of our national music heritage.

Objectives
Students will

1. sing, listen to, and discuss music which is indigenous to the United States, such as Indian music, Sousa marches,

folk music, songs of the West, etc.
2. sing and execute singing games and dances which are representative of our country's folk heritage and culture.

B. Students will gain an understanding of the music of many historical periods and cultures.

Objectives
Students will

1. sing, listen to, and discuss music of other countries with attention given to indigenous musical characteristics.
2. sing and execute singing games and dances from other lands.

C. Students will gain an understanding of important composers and their music.

Objective
Students will

1. be exposed to the music and lives of great composers appropriate to grade level, such as Grieg - "Peer Gynt Suite", Saint-Saens - "Carnival of the Animals", Offenbach - "Barcarole".

D. Students will gain an understanding of the relationship of music to other areas of the arts and humanities.

Objectives
Students will

1. become aware of music's relationship to and commonality with the other arts, including visual art, dance, drama, and literature.
2. perform and listen to music relating to the history, geography and literature of our own and other lands.

E. Students will gain an understanding of musical structures, small and large.

Objective
Students will

1. gain insights into some of the musical structures associated with their classroom experiences, such as

waltzes, suites, marches, overtures, program music, absolute music, ballet music.

F. Students will gain an understanding of the different purposes for which music is created and how that will affect its style and form.

Objective
Students will

1. improve their understanding of the music they perform and listen to by exploring and discussing its background and purpose.

IV. Appreciation and Evaluation.

Goal: Students will grow in appreciation, enjoyment, and discrimination of music.

A. Students will find enjoyment in responding to the feelings music can evoke.

Objectives
Students will

1. show increasing response to the expressive quality of the music as they perform or listen to it.
2. show increasing perception of how dynamic changes can affect the feeling, mood, and message of music as they perform or listen to it.

B. Students will develop an appreciation for excellence in performance.

Objective
Students will

1. be encouraged to strive for excellence in performance, including singing on pitch, singing with good tone quality and enunciation, accurately following the conductor, and showing good stage presence.
2. show increasing ability to perceive what contributes to excellence in the performance of others.
3. learn proper playing techniques and care of instruments.

C. Students will gain an understanding of musical careers.

Objective
Students will

1. gain an awareness of musical careers, especially music teaching and performing.

D. Students will seek out additional performing and listening opportunities.

Objectives
Students will

1. involve themselves in musical groups which are out of the school setting, and which give proper consideration to children's needs and abilities.
2. attend concerts and other musical and fine arts presentations.

E. Students will exhibit proper and appreciative audience behavior.

Objectives
Students will

1. follow appropriate concert manners when attending concerts and assemblies.

F. Students will evaluate individual and group performances and defend judgments in musical terms.

Objectives
Students will

1. be encouraged to share their impressions and feelings about concerts and assemblies as well as their own performances.

Grade 4

I. Language and Structure of Music

Goal: Students will perceive and understand the Elements of Music, including Rhythm, Melody, Harmony, Tempo-Dynamics, Form, and Timbre.

A. Students will perceive and understand features of Rhythm.

Objective
Students will

1. aurally and visually be introduced to ♩. ♪. ♪ ♩. 3/4 meter, anacrusis (pick-up note).
2. respond to rhythmic symbols and meter learned in previous grades, using body percussion, instruments and movement.
3. sing, clap, chant, and play rhythm patterns presented on flashcards, charts, etc.

B. Students will perceive and understand features of Melody.

Objectives
Students will

1. respond to the aural and visual direction of melodic lines, including repeated notes, steps, and skips.
2. recognize and read pitch syllables/numbers/intervals learned in previous grades.
3. learn to recognize, sing, and play specific intervals such as 1-3 (do-mi), 1-4 (do-fa), 1-5 (do-sol), 1-8 (do-do').
4. learn letter names of notes in treble clef and perceive their relationship to each other.
5. be aware of contrasts between major, minor and pentatonic tonalities.
6. demonstrate understanding of melodic phrases.

C. Students will perceive and understand features of Harmony.

Objectives
Students will

1. experience hearing and producing two-part harmony by singing and playing rounds, descants, and partner songs.
2. be introduced to primary chords (I, IV, V7) as found in three-chord instrumental accompaniments.

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D. Students will perceive and understand features of Tempo-Dynamics.

Objectives
Students will

1. respond to common musical terms related to tempo, such as presto, andante, accelerando, ritardando.
2. respond, as introduced, to additional dynamic markings, such as fermata ( ), FF, PP, etc.

E. Students will perceive and understand features of Form.

Objectives
Students will

1. identify musical forms such as two part (AB), three part (ABA) and Rondo (ABACA).
2. identify easily recognizable thematic materials in listening selections and comprehend their affect on the form of the works.

F. Students will perceive and understand features of Timbre.

Objectives
Students will

1. perceive differences in voice qualities when listening to treble and bass vocal selections.
2. identify traditional and non-traditional instruments by sight and sound, i.e., orchestral instruments, folk and ethnic.

II. Skills in Performing, Creating, and Listening to Music.

Goal: Students will develop skills in Performing, Creating, and Listening to Music.

A. Students will develop skills in Singing.

Objectives
Students will

1. sing with attention to clarity and quality of tone.
2. sing with adequate breath support and good singing posture.
3. sing expressively with attention to proper dynamics, tempo, and style.
4. sing two-part harmony in rounds, ostinati figures, descants, and partner songs.

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B. Students will develop skills in Playing

Objectives
Students will

1. develop playing skills on the recorder.
2. play three-chord accompaniments on the autoharp and tone bells.
3. play beats and rhythm patterns on pitched and non-pitched instruments.

C. Students will develop skills in Moving.

Objectives
Students will

1. use movement to illustrate musical forms - AB, ABA, and ABACA.
2. participate in singing games, folk and structured dance.

D. Students will develop skills in Reading and Writing.

Objectives
Students will

1. review elements of rhythm and be introduced to ♩. ♪ ♪ ♩. 3/4 meter, anacrusis (pick-up note).
2. be introduced to reading and performing rhythmic patterns using a counting system, such as 1& 2& 3& 4& or tee tee tee tee tee tee tee tee.
3. write simple rhythmic dictation.
4. sing and play melodic patterns.
5. identify letter names of the lines and spaces in the treble clef.
6. read and perform music with increasing attention to expressive qualities and markings, (tempo, dynamics, and style).
7. identify musical forms as they produce music (AB, ABA, ABACA).

E. Students will develop skills in Creating.

Objectives
Students will

1. improvise short rhythmic and melodic patterns.
2. use creative movement to interpret the expressive qualities in music.
3. create music dramatizations of stories or poems by using

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instruments, speech, singing, chants or a combination thereof.

F. Students will develop skills in Listening.

Objectives
Students will

1. recognize the sound of major, minor and pentatonic tonalities.
2. recognize the sound of two part, three part, and rondo form.
3. listen to and identify traditional and non-traditional instrument sounds, i.e., orchestral instruments, folk and ethnic.
4. listen to many different types of music, and begin to identify meter, mood, tempo, and dynamics.

III. Heritage and History of Music.

Goal: Students will gain an understanding of mankind's rich heritage of music and its development throughout history.

A. Students will gain an understanding of our national music heritage.

Objectives
Students will

1. sing and listen to folk songs, patriotic songs, and singing games which are indigenous to the United States.
2. sing and listen to folk and composed songs related to the study of Idaho and its history.

B. Students will gain an understanding of the music of many historical periods and cultures.

Objectives
Students will

1. recognize that music can be associated with general historical periods.
2. sing and execute songs, singing games, and dances from other lands and cultures.

C. Students will gain an understanding of important composers and their music.

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Objective
Students will

1. be introduced to the lives and works of well-known composers, such as Sousa and famous marches, Grieg and the Peer Gynt Suite, Saent-Saens and Carnival of the Animals.

D. Students will gain an understanding of the relationship of music to the other areas of the humanities.

Objectives
Students will

1. develop an awareness that there are common elements in the arts, such as line, movement, repetition and contrast, form and balance.
2. sing and listen to music that relates to the history, geography, and culture of our country and other lands.

E. Students will gain an understanding of common musical structures, small and large.

Objective
Students will

1. develop an awareness of some of the smaller musical structures such as a march, a waltz, a polka, a minuet, etc.

F. Students will gain an understanding of the different purposes for which music is created and how that will affect its style and form.

Objective
Students will

1. explore and discuss the purposes and historical settings of the music they perform and listen to, i.e., work songs, railroad songs, cowboy songs, holiday songs, etc.

IV. Appreciation and Evaluation.

Goal: Students will show an appreciation, enjoyment, and discrimination of music.

A. Students will find enjoyment in responding to the feelings music can evoke.

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Objective
Students will

1. grow in ability to perceive and express the feeling or message of the music they perform.

B. Students will develop an appreciation for excellence in performance.

Objective
Students will

1. show increasing sensitivity to factors contributing to excellence in their own and others' performances, such as good intonation, balance, blend, and proper phrasing and dynamics.

C. Students will gain an understanding of musical careers.

Objectives
Students will

1. develop an awareness of potential career choices in music such as teacher, disc jockey, performer and conductor.
2. participate in music career field trips.

D. Students will seek out additional performing and listening opportunities.

Objectives
Students will

1. be encouraged to seek out opportunities to hear and see live performances outside the school setting.
2. be encouraged to involve themselves in musical activities which give proper consideration to their needs and abilities.

E. Students will exhibit proper and appreciative audience behavior.

Objective
Students will

1. follow appropriate concert manners when attending concert and assemblies including applauding at the proper time, and not talking during the performance.

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F. Students will evaluate individual and group performances and defend judgments in musical terms.

Objective
Students will

1. be given criteria upon which to make sound musical judgments, and show increasing ability to use them when judging musical performances.

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Grade 5

I. Language and Structure of Music

Goal: Students will perceive and understand the Elements of Music, including Rhythm, Melody, Harmony, Tempo-Dynamics, Form and Timbre.

A. Students will perceive and understand features of Rhythm.

Objectives
Students will

1. review and understand features of Rhythm learned in previous grades.
2. aurally and visually be introduced to ♫ ♫ , 3 , 𝄾 , ♪ ♩ ♪ (syncopation), and perform increasingly complex rhythm patterns in a variety of meters - 2/4, 3/4, 4/4, 6/8.

B. Students will perceive and understand features of Melody.

Objectives
Students will

1. review and understand features of melody learned in previous grades.
2. expand their skills in reading, singing, and playing melodic notation, using pitch names/numbers, syllables.
3. identify sounds of major, minor, and pentatonic tonalities.
4. follow melodic lines aurally (recorded or live) and visually (staff notation).

C. Students will perceive and understand features of Harmony.

Objectives
Students will

1. experience hearing and producing harmony by singing and playing rounds, descants, partner songs, two part songs, counter melodies, augmentation,* diminution.*
2. play on keyboard, tone bar, tone bell and chording instruments the I, IV, V, chords in several keys (using Roman numerals or letter names of the chords).

* Augmentation - Introduction of theme in notes twice the length as originally proposed.
* Diminution - Introduction of theme in notes of shorter duration; opposite of augmentation.

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D. Students will perceive and understand features of Tempo-Dynamics.

Objectives
Students will

1. demonstrate ability to differentiate between varying degrees of tempo, such as allegro, largo, vivace.
2. show increasing aural and visual response to dynamics, pp, p, mp, mf, f, ff.
3. be able to control dynamic levels when playing or singing.
4. demonstrate an awareness that changes in tempo-dynamics can help determine the mood of a piece of music.

E. Students will perceive and understand features of Form.

Objectives
Students will

1. respond when playing, singing, listening, and moving to features of forms learned previously, including AB, ABA, rondo (ABACA).
2. become familiar with theme and variation form.

F. Students will perceive and understand features of Timbre.

Objectives
Students will

1. identify and classify traditional and non-traditional instruments by sight and sound, i.e., orchestral instrument, folk, and ethnic.
2. become aware of the differences in sounds of high and low male and female singing voices.

II. Skills in Performing, Creating, and Listening to Music.

Goal: Students will develop skills in Performing, Creating and Listening to Music.

A. Students will develop skills in Singing.

Objectives
Students will

1. sing with increasing artistry by consciously striving for quality in tone and dynamics.
2. feel the beauty of the music they make to ensure it isn't reduced to an understanding of the mechanics only.

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3. sing accompanied as well as unaccompanied songs.
4. sing with increasing attention to proper breathing, good singing posture, open vowels, and clear consonants.

B. Students will develop skills in Playing.

Objectives
Students will

1. experience instrumental ensemble playing, using a variety of instruments, such as recorders, ukelele, autoharp, tone bells, tone bar, and percussive instruments.
2. play instruments with correct technique and proper care.
3. play rhythmic descants and ostinati by sight.
4. play short melodic patterns by sight.

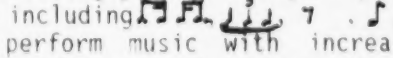
C. Students will develop skills in Moving.

Objective
Students will

1. participate in higher level structured dance and movement activities, i.e., folk dances, singing games, line dances, square dances, and creative movement.

D. Students will develop skills in Reading and Writing.

Objectives
Students will

1. review and reinforce knowledge of letter names in treble clef.
2. sing and play intervals of a third, i.e., f-a, a-c, etc.
3. review knowledge of rhythm patterns using rhythm syllables or basic counting system, i.e., 1&2&3&4&.
4. perform increasingly complex rhythm patterns in a variety of meters, including  (syncopation).
5. read and perform music with increasing attention to expressive qualities and markings (tempo, dynamics, and style)

E. Students will develop skills in Creating.

Objectives
Students will

1. create short rhythmic and melodic patterns using a variety of timbres, styles, and forms.

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2. respond to music through activities such as movement, dance, pantomime, and dramatization.

F. Students will develop skills in Listening.

Objectives
Students will

1. focus on specific concepts while listening attentively, including form (AB, ABA, rondo, theme, and variations), expressive qualities, tonalities, texture, style, and meter.
2. expand their knowledge of and familiarity with the music of well-known composers, including absolute music as well as program music.

III. Heritage and History of Music

Goal: Students will gain an understanding of mankind's rich heritage of music and its development throughout history.

A. Students will gain an understanding of our national music heritage.

Objectives
Students will

1. learn a variety of American folk songs and singing games.
2. become acquainted with American composers and their compositions, such as Copeland - "Rodeo" and Thompson - "The Plow That Broke the Plain", Gould - "American Salute".
3. understand and identify different American music styles, including, blues, jazz and rock.

B. Students will gain an understanding of the music of many historical periods and cultures.

Objectives
Students will

1. gain insights into various ethnic musics, such as native American, East Asian, Latin American, etc.
2. identify historical and stylistic periods of Renaissance, Baroque, Classical, Romantic, and 20th Century.
3. gain experience in singing songs with foreign language texts.

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C. Students will gain an understanding of important composers and their music.

Objective
Students will

1. listen to the music of various renowned composers, and learn of their lives and historical backgrounds, such as in a "Composer of the Month" program.

D. Students will gain an understanding of the relationship of music to the other areas of the humanities.

Objective
Students will

1. relate and correlate music with other humanistic disciplines, such as history, literature, drama, visual art, etc.

E. Students will gain an understanding of common musical structures, small and large.

Objective
Students will

1. develop an awareness of large and small forms and structures, such march, waltz, polka, theme and variation, rondo, symphony, opera, and concerto.

F. Students will gain an understanding of the different purposes for which music is created and how that will affect its style and form.

Objectives
Students will

1. gain insight to expressive characteristics in music.
2. show increasing ability to identify the purposes of the music they perform or listen to, and how these purposes are reflected in expressive characteristics of the music.

IV. Appreciation and Evaluation.

Goal: Students will grow in appreciation, enjoyment, and discrimination of music.

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A. Students will find enjoyment in responding to the feelings music can evoke.

Objective
Students will

1. show increasing ability to respond to and express the mood and message of the music they perform.

B. Students will develop an appreciation for excellence in performance.

Objective
Students will

1. evaluate certain components of their own or others' performances with guidance of teacher.

C. Students will gain an understanding of musical careers.

Objective
Students will

1. be exposed to an increasing variety of career opportunities in music, such as performer, teacher, composer-arranger, music librarian, instrument repairman, etc.

D. Students will seek out additional performing and listening opportunities.

Objectives
Students will

1. seek out a variety of cultural performances available in their area.
2. involve themselves in musical groups in the community which give proper consideration to children's needs and abilities.

E. Students will exhibit proper and appreciative audience behavior.

Objectives
Students will

1. learn correct behavior for performing or responding to our national anthem, "The Star Spangled Banner".
2. learn correct courtesies to extend to the performer, i.e., applause, not whistling.

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3. show discipline and attentiveness during a performance.
4. understand and respond appropriately to cues from conductor for audience behavior.

F. Students will evaluate individual and group performances and defend judgments in musical terms.

Objectives
Students will

1. learn to evaluate elements of music as they listen to their own and others' performances.

Grade 6

I. Language and Structure of Music

Goal: Students will perceive and understand the Elements of Music, including Rhythm, Melody, Harmony, Tempo-Dynamics, Form and Timbre.

A. Students will perceive and understand features of Rhythm.

Objectives
Students will

1. sing, play, chant, and notate rhythm patterns in traditional and non-traditional systems.
2. be introduced to mixed meters (5/4), cut time (¢), and review triplet (♪♪♪), and syncopation (♪ ♩ ♫) with understanding reinforced through reading, writing, and performing.
3. be able to conduct in patterns of 2, 3, & 4 and combinations thereof.

B. Students will perceive and understand features of Melody.

Objectives
Students will

1. identify direction of scale progressions with syllables, letter names, or numbers.
2. identify, sing, or play scales in the keys of E, and A (review keys of C, F, G, Bb, and D).
3. become familiar with the sound and structure of a harmonic minor scale L TD R MF S#L.
4. demonstrate an awareness of the effect of b, #, ♮ , including chromatic scales.

C. Students will perceive and understand features of Harmony.

Objectives
Students will

1. recognize chord changes in a composition - I, IV, V (major and minor).
2. explore singing harmony for a melody based on thirds and sixths by ear.

D. Students will perceive and understand features of Tempo-Dynamics.

Objectives
Students will

1. show increasing perception and response to common musical terms relating to tempo-dynamics, such as PP, P, MP, MF, F, FF, <> , (accent, ^ , (staccato), . , and andante, presto, vivace, etc.

E. Students will perceive and understand features of Form.

Objectives
Students will

1. recognize and respond to D.S. Al Fine.
2. recognize a simple cadence.
3. continue to be exposed to the principle forms, including two and three part (AB, ABA) rondo (ABACA), and theme and variation.

F. Students will perceive and understand features of Timbre.

Objectives
Students will

1. perceive differences in voice qualities of soprano, alto, tenor, and bass.
2. identify individual orchestral instrument sounds and classify according to families by sight and sound.
3. be introduced to various folk instruments, i.e., harmonica, ukelele, accordian.

II. Skills in Performing, Creating, and Listening to Music.

Goal: Students will develop skills in Performing, Creating and Listening to Music.

A. Students will develop skills in Singing.

Objectives
Students will

1. sing intervals of a M2nd, M3rd, minor 3rd, P4th, P5th, M6th, M7th, and octave.
2. sing with clear diction, proper posture, and good breath support.
3. sing with increasing independence unison songs, rounds, descants, partner songs, and two and three part songs.
4. show increasing ability to interpret the mood of compositions as they sing.

B. Students will develop skills in Playing.

Objectives
Students will

1. play 3 chord accompaniments to songs on the auto harp or other fretted instruments such as the ukelele and guitar.
2. play the recorder with correct posture and breath control.
3. play simple melodic and ostinato patterns and chordal accompaniments on mallet instruments.
4. be utilized in playing obligatos, descants, and other accompanying figures on band and orchestra instruments.

C. Students will develop skills in Moving.

Objective
Students will

1. organize patterns in movement using a variety of props (tinikling, hoops, ribbons, lummi sticks, etc.).
2. participate in structured dance activities.
3. use standard conducting patterns to reinforce understanding of beat and meter.

D. Students will develop skills in Reading and Writing.

Objectives
Students will

1. read and sing melodic patterns using numbers, pitch syllables, or letter names.
2. read and play melodic patterns on mallet instruments, recorders, keyboard, and band and orchestra instruments.
3. identify note and rest duration, intervals, melodic contours, meters, form, and musical expression terms by sight.

E. Students will develop skills in Creating.

Objectives
Students will

1. create music dramatizations of stories or poems by using instruments, singing, or speech chants.
2. create original songs based on poetry.
3. improvise ostinatos (melodic and rhythmic) to accompany songs.

F. Students will develop skills in Listening.

Objectives
Students will

1. perceive differences in textures of various vocal combinations, such as duet, trio, quartette, treble choir, and mixed choir.
2. identify elements of tension and resolution in music.
3. recognize the use of improvisation in varied musical compostions.
4. become familiar with program music, symphonies, opera, operetta (H.M.S. Pinafore), oratorio (Handel's Messiah), musicals, and electronic music.

III. Heritage and History of Music

Goal: Students will gain an understanding of mankind's rich heritage of music and its development throughout history.

A. Students will gain an understanding of our national music heritage.

Objectives
Students will

1. experience a variety of folk songs which are or have become a part of our national heritage.
2. become acquainted with compositions by American composers, including musicals and operettas.
3. become aware of various music styles, i.e., ragtime, blues, jazz, Native Indian.

B. Students will gain an understanding of the music of many historical periods and cultures.

Objectives
Students will

1. recognize differences between various ethnic musics such as Native American and East Asian.
2. recognize that music can be associated with general historical periods, i.e., Baroque, Classical, Romantic, 20th Century.
3. sing songs from various other countries, possibly in a foreign language.
4. perform dances from other countries.

C. Students will gain an understanding of important composers and their music.

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Objectives
Students will

1. be exposed to various important composers, their music, and their historical backgrounds.

D. Students will gain an understanding of the relationship of music to the other areas of the humanities.

Objectives
Students will

1. recognize that there are common elements between music and the arts, i.e., line, movement, repetition, contrast, form, balance.
2. listen to and sing music that relates to the history and geography of our own and other countries (social studies).

E. Students will gain an understanding of common musical structures, small and large.

Objective
Students will

1. recognize the formal organization and relationship of the various sections of compositions, such as the suite, the symphony, and concerto, the opera, the march, the oratorio.

F. Students will gain an understanding of the different purposes for which music is created and how that will affect its style and form.

Objective
Students will

1. listen to and discuss expressive characteristics in music as related to the purpose for which it was written.

IV. Appreciation and Evaluation.

Goal: Students will grow in appreciation, enjoyment, and discrimination of music.

A. Students will find enjoyment in responding to the feelings music can evoke.

Objective
Students will

1. be able to discern how tempo and dynamics affect their feelings.

B. Students will develop an appreciation for excellence performance.

Objectives
Students will

1. continue to be exposed to excellent performances of music of various styles and periods.
2. reflect upon and discuss the strengths and weaknesses of their own and others' performances.
3. grow in awareness of musical characteristics and qualities needed for expressive performances.

C. Students will gain an understanding of musical careers.

Objectives
Students will

1. become aware of the many career opportunities in the field of music.
2. gain additional knowledge from guest musicians.

D. Students will seek out additional performing and listening opportunities.

Objectives
Students will

1. practice outside of school or do additional work above that required in class.
2. seek additional information about music through books, magazines, and records.
3. show an interest in attending musical functions on their own.

E. Students will exhibit proper and appreciative audience behavior.

Objectives
Students will

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1. focus on the performance.
2. not talk during the performance.
3. give warm and enthusiastic applause at the appropriate time (end of performance - not after movements of a symphony) - no whistling or yelling.
4. be made aware of certain traditions in music, i.e., standing during Handel's "Hallelujah Chorus".

F. Students will evaluate individual and group performances and defend judgments in musical terms.

Objectives
Students will

1. have opportunities to view performances, others' and their own, both live and video taped.
2. be given a basis by which to make sound musical judgments, i.e., what to listen for.

Grade 7&8

I. Language and Structure of Music.

Goal: Students will perceive and understand the Elements of Music, including Rhythm, Melody, Harmony, Tempo-Dynamics, Form and Timbre.

A. Students will perceive and understand features of Rhythm.

Objectives
Students will

1. interpret and conduct the following meters: 4/4, ¢ , 3/4, 2/4, 3/8, 6/8, 2/2, and c.
2. perform increasingly complex rhythmic patterns in a variety of meters.
3. understand the concept of diminuation and augmentation. (See Pg. 37 for definition)

B. Students will perceive and understand features of Melody.

Objectives
Students will

1. read melodies using numbers, syllables, letter names, and notes.
2. recognize, sing, and play major/minor/pentatonic scales.

C. Students will perceive and understand features of Harmony.

Objectives
Students will

1. interpret chord symbols (Roman numerals or letters) for accompaniments for musical selections.
2. sing three and easy four part harmony.

D. Students will perceive and understand features of Tempo-Dynamics.

Objective
Students will

1. show increasing perception of proper dynamics, tempo, and style, and apply this perception to expressive performance.

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E. Students will perceive and understand features of Form.

Objective
Students will

1. continue to be exposed to the principle forms including two and three part AB, ABA, rondo (ABACA) theme and variations, fugue, and sonata form.

F. Students will perceive and understand features of Timbre.

Objectives
Students will

1. identify band, orchestra, and electronic instruments by sight and sound, and recognize the characteristic qualities of the soprano, alto, tenor, and bass voices.
2. demonstrate awareness of monophonic, polyphonic and homophonic textures.

II. Skills in Performing, Creating, and Listening to Music.

Goals: Students will develop skills in Performing, Creating and Listening to Music.

A. Students will develop skills in Singing.

Objectives
Students will

1. match pitches, sing melodic lines and harmonic intervals in tune, including unison, two, three, and four part harmony.
2. sing with proper posture and breath support.
3. produce open, properly placed vowels and crisp, clean consonants.
4. understand and express tolerance for the changing voice.

B. Students will develop skills in Playing.

Objective
Students will

1. play various folk and classroom instruments, such as ukelele, guitar, recorder, harmonicas, autoharp, and percussion instruments.

C. Students will develop skills in Moving.

Objectives
Students will

1. experience folk dancing, ballroom dancing, and marching.
2. conduct with proper patterns in simple meter (2, 3, or 4 beats) and compound meters (6/8, 9/8).

D. Students will develop skills in Reading and Writing.

Objective
Students will

1. read melodies using numbers, syllables, letter names, and notes.
2. sight-read simple rhythmic patterns.
3. interpret symbols, terms, and signs used in class.
4. recognize and write major scales using correct key signatures.

E. Students will develop skills in Creating.

Objective
Students will

1. create and notate original compositions.

F. Students will develop skills in Listening.

Objectives
Students will

1. seek out additional listening opportunities as offered in school and community programs.
2. develop and apply listening skills necessary for evaluating individual and group performance.

III. Heritage and History of Music.

Goal: Students will gain an understanding of mankind's rich heritage of music and its development throughout history.

A. Students will gain an understanding of our national music heritage.

Objectives
Students will

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1. experience a variety of folk songs which are a part of our national heritage.
2. become acquainted with compositions by American composers.
3. become aware of various music styles, i.e., ragtime, blues, jazz, Native Indian, and others.

B. Students will gain an understanding of the music of many historical periods and cultures.

Objectives
Students will

1. recognize differences between various ethnic music such as native American and East Asian music.
2. recognize that western music can be associated with general historical periods, i.e., Baroque, Classical, Romantic, 20th Century, Impressionistic.
3. sing songs from various other countries, possibly in a foreign language.
4. listen to and learn representative examples of Renaissance, Baroque, Romantic, Impressionistic, and 20th Century-Contemporary music.

C. Students will gain an understanding of important composers and their music.

Objective
Students will

1. be exposed to various important composers, their music, and their historical backgrounds.

D. Students will gain an understanding of the relationship of music to the other areas of the humanities.

Objectives
Students will

1. recognize that there are common elements between music and the other areas of the humanities, i.e., line, movement, repetition, contrast, form, balance, etc.
2. listen to and sing music that relates to the history and geography of our own and other countries.

E. Students will gain an understanding of common musical structures, small and large.

Objectives
Students will

1. recognize the formal organization and relationship of the various sections of compositions such as the suite, the symphony, the concerto, the opera, the march, and the oratorio.
2. learn the basic structure of sonata-allegro form.

F. Students will gain an understanding of the different purposes for which music is created and how that will affect its style and form.

Objective
Students will

1. show increasing ability to identify the purposes of the music they perform or listen to and how the expressive characteristics of the music reflects these purposes.

IV. Appreciation and Evaluation.

Goal: Students will grow in appreciation, enjoyment, and discrimination of music.

A. Students will find enjoyment in responding to the feelings music can evoke.

Objectives
Students will

1. discover that music heightens sensitivity to beauty.
2. discover that music arouses a wide range of intellectual challenges, as well as expressing mankind's deepest emotions and feelings.

B. Students will develop an appreciation for excellence in performance.

Objectives
Students will

1. be led toward making sensitive and intelligent choices in the selection of music.
2. be aware that excellence demands the performer's total involvement in his or her performance.

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C. Students will gain an understanding of musical careers.

Objectives
Students will

1. become aware of the many full-time career opportunities in the field of music.
2. be aware that many music career opportunities are also avocational in nature.

D. Students will seek out additional performing and listening opportunities.

Objectives
Students will

1. show their interest and appreciation of music by auditioning or trying out for additional school sponsored musical experiences, such as school musicals, district, state and regional honor groups.
2. show increasing interest in attending or participating in community musical groups and functions.

E. Students will exhibit proper and appreciative audience behavior.

Objectives
Students will

1. be made aware of traditions such as standing for the National Anthem and the "Hallelujah Chorus".
2. thank the performer(s) with warm and enthusiastic applause, but not by whistling or other flambuoyant behavior.
3. be quiet and attentive during performances.
4. respond appropriately to the conductor's cues to the audience for silence and applause.

F. Students will evaluate individual and group performances and defend judgments in musical terms.

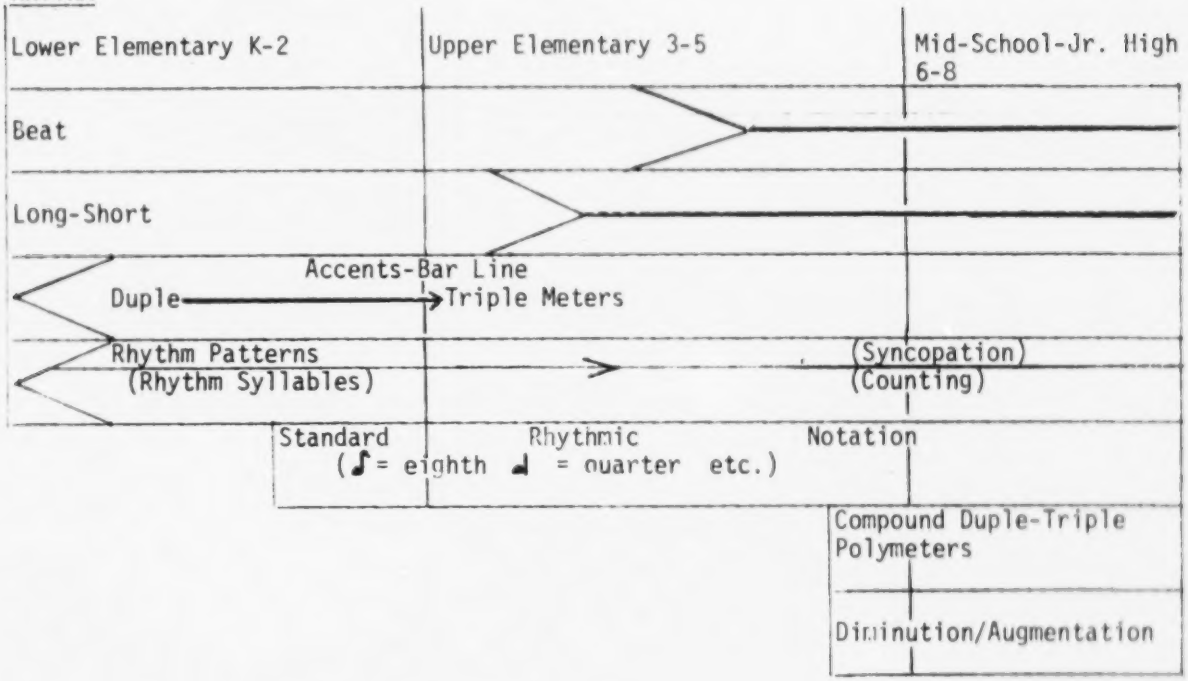
Objectives
Students will

1. learn to evaluate the elements of music as they listen to performances.
2. show increasing ability to consider musical criteria when judging their own and others' performances; such criteria might include appropriate tone quality, good intonation, effective attention to expressive qualities, accuracy of parts, etc.

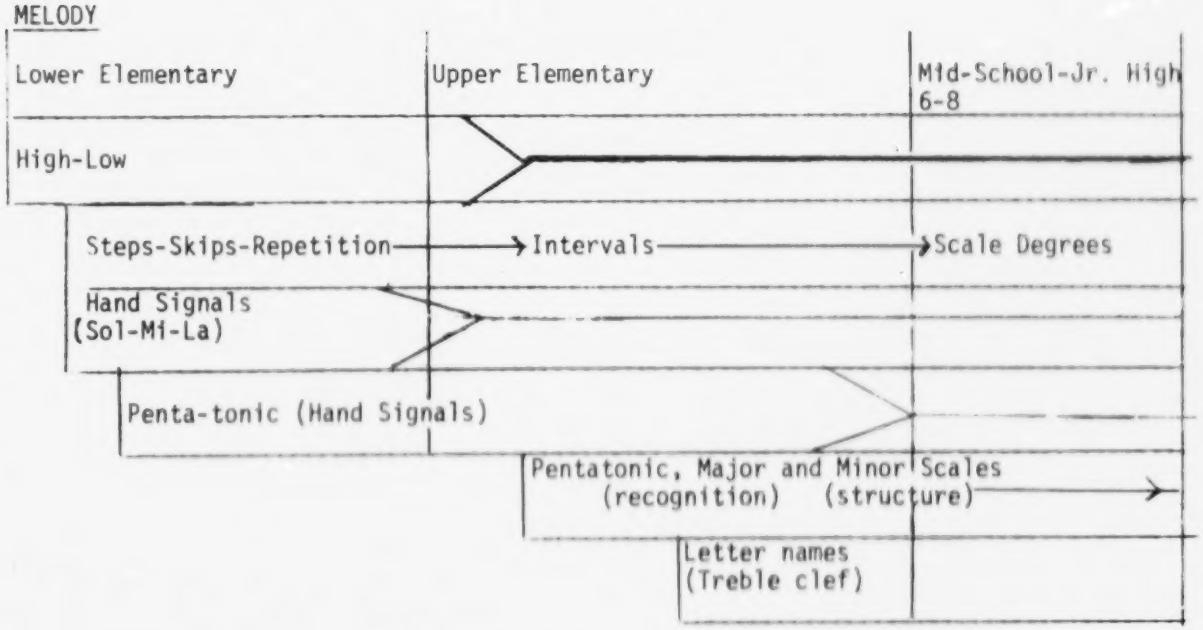
SCOPE AND SEQUENCE

Component I--Language and Structure of Music

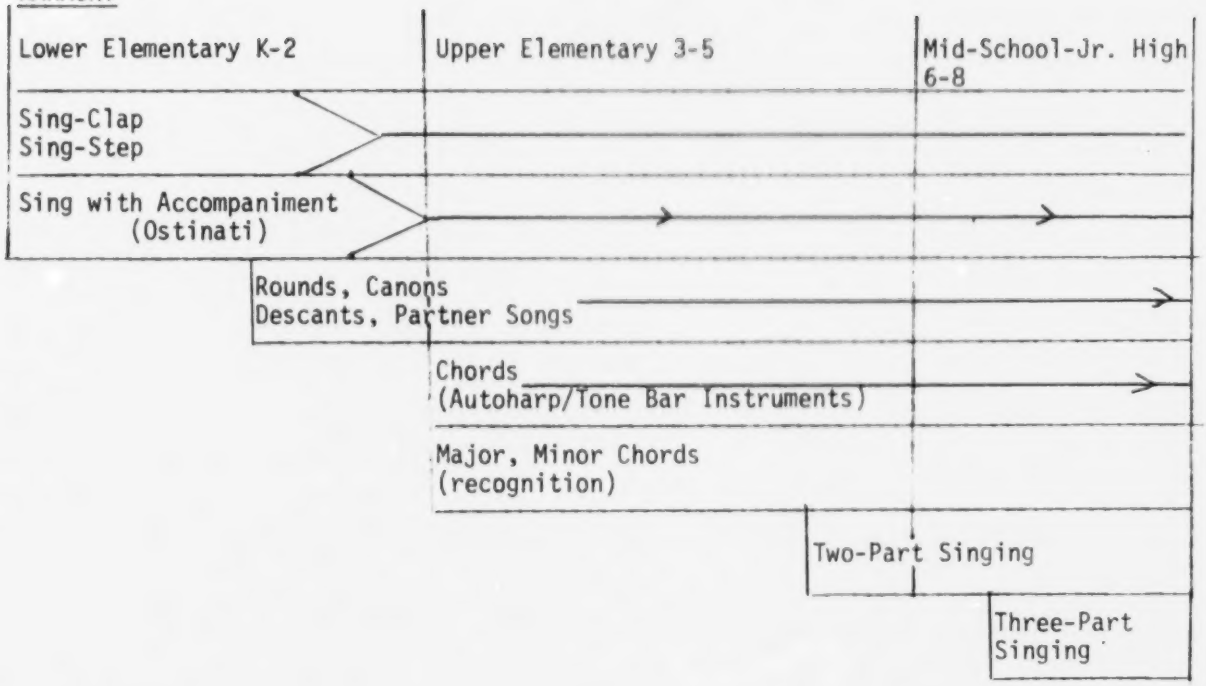
RHYTHM



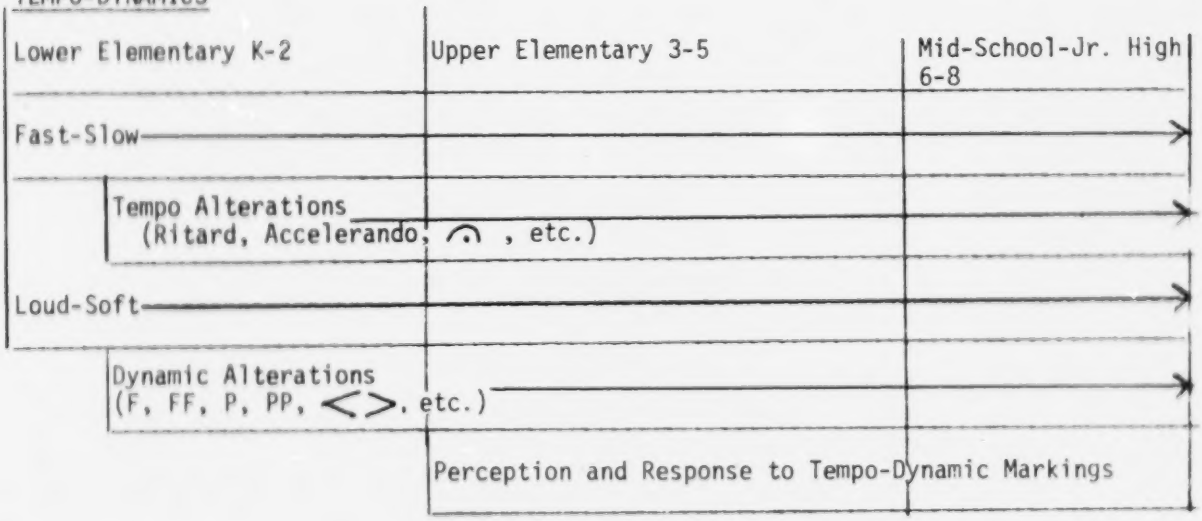
MELODY



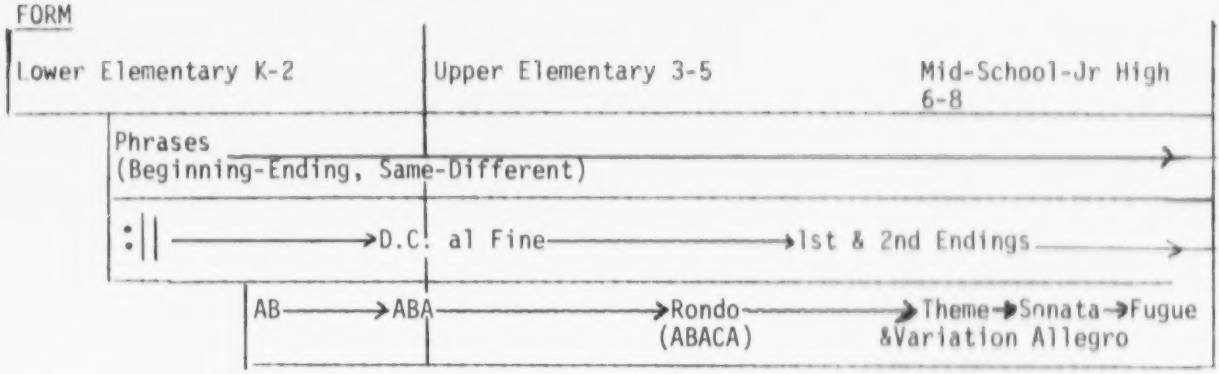
HARMONY



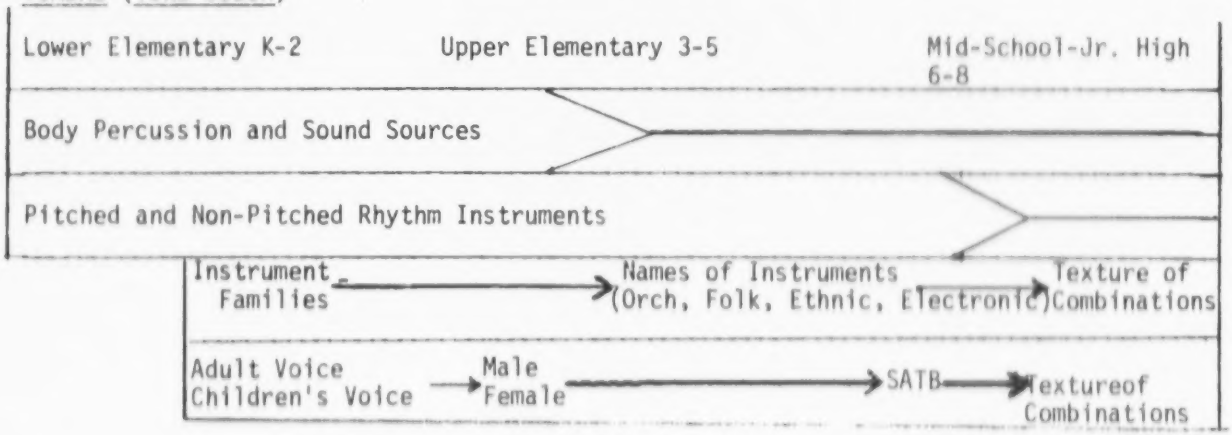
TEMPO-DYNAMICS



FORM

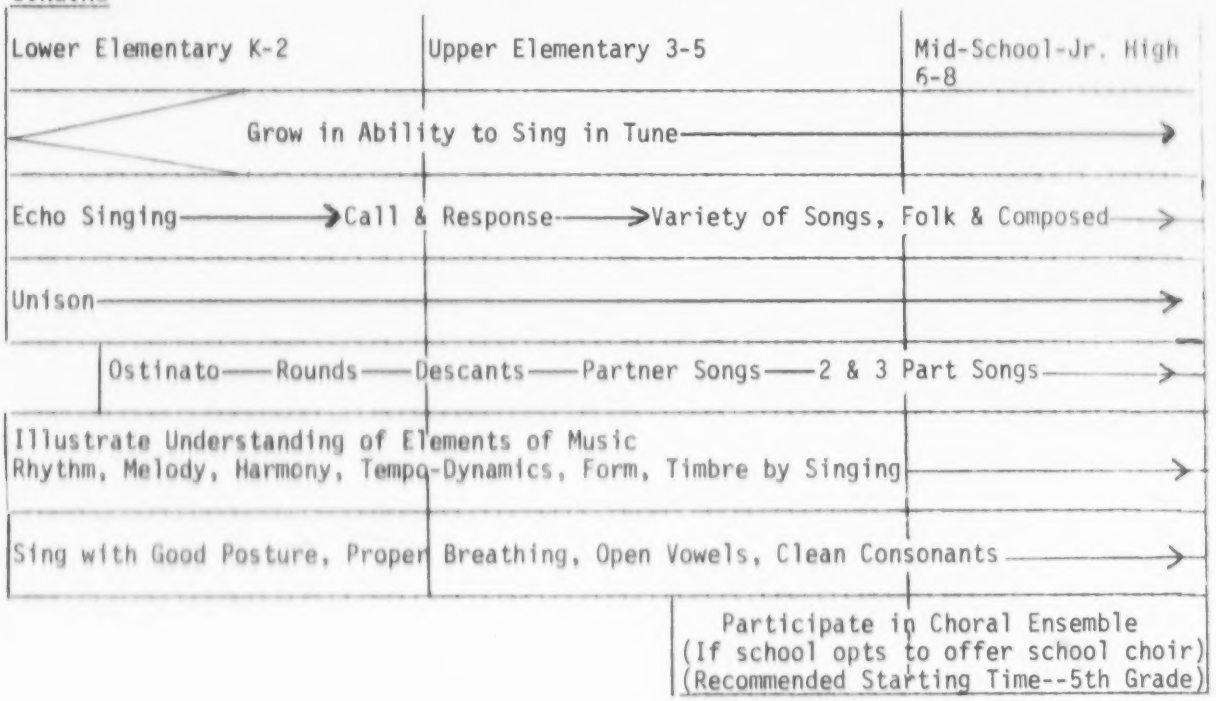


TIMBRE (TONE COLOR)

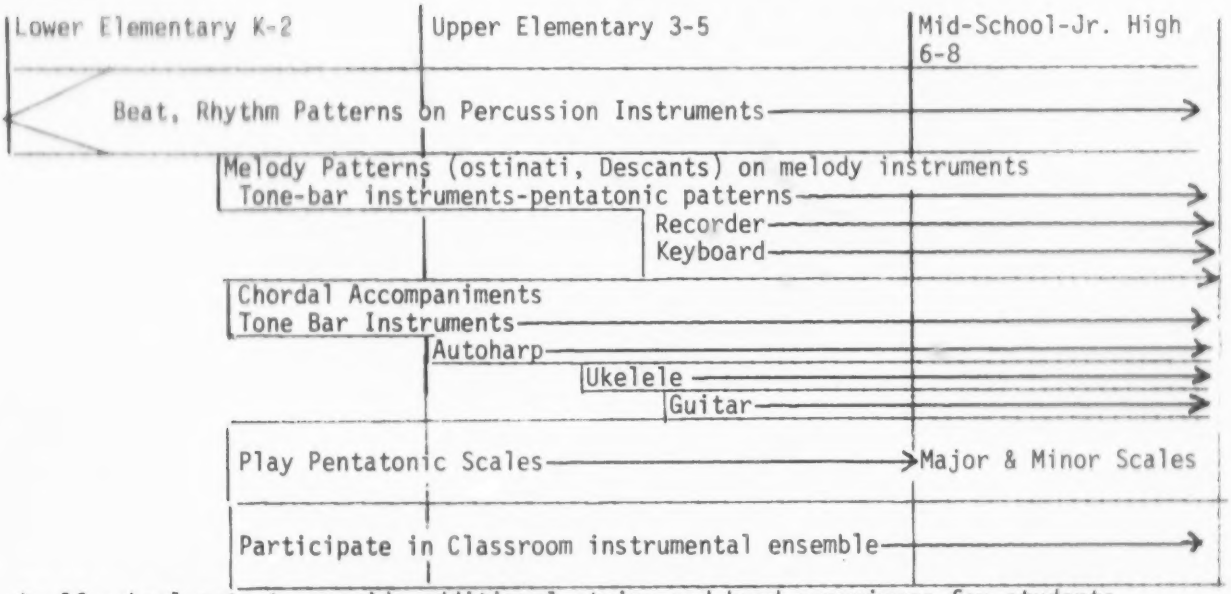


Component II--Skills in Performing, Creating, and Listening to Music

SINGING

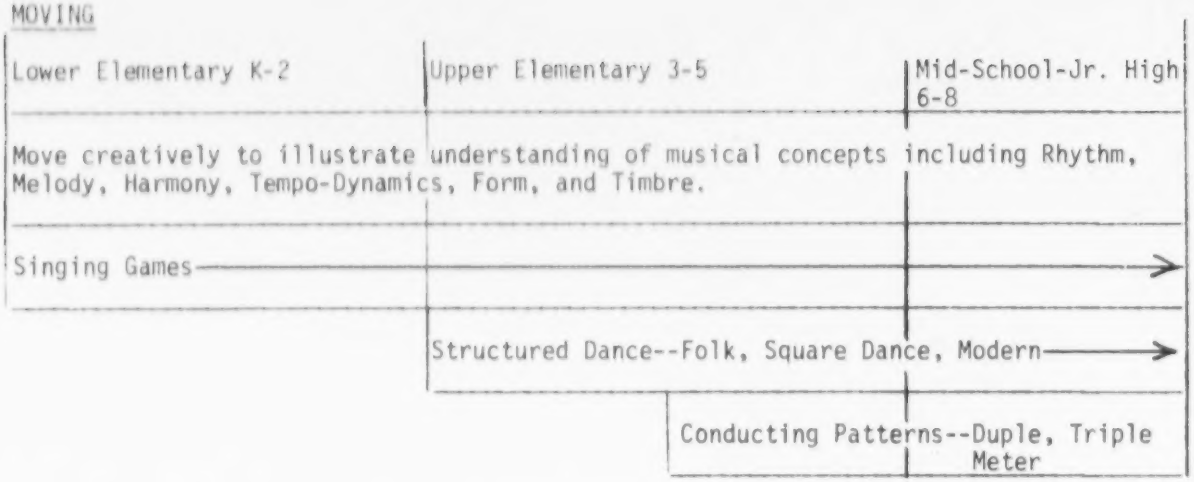

Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Grow in Ability to Sing in Tune
Echo Singing
Call & Response
Variety of Songs, Folk & Composed
Unison
Ostinato
Rounds
Descants
Partner Songs
2 & 3 Part Songs
Illustrate Understanding of Elements of Music
Rhythm, Melody, Harmony, Tempo-Dynamics, Form, Timbre by Singing
Sing with Good Posture, Proper Breathing, Open Vowels, Clean Consonants
Participate in Choral Ensemble
(If school opts to offer school choir)
(Recommended Starting Time--5th Grade)

PLAYING

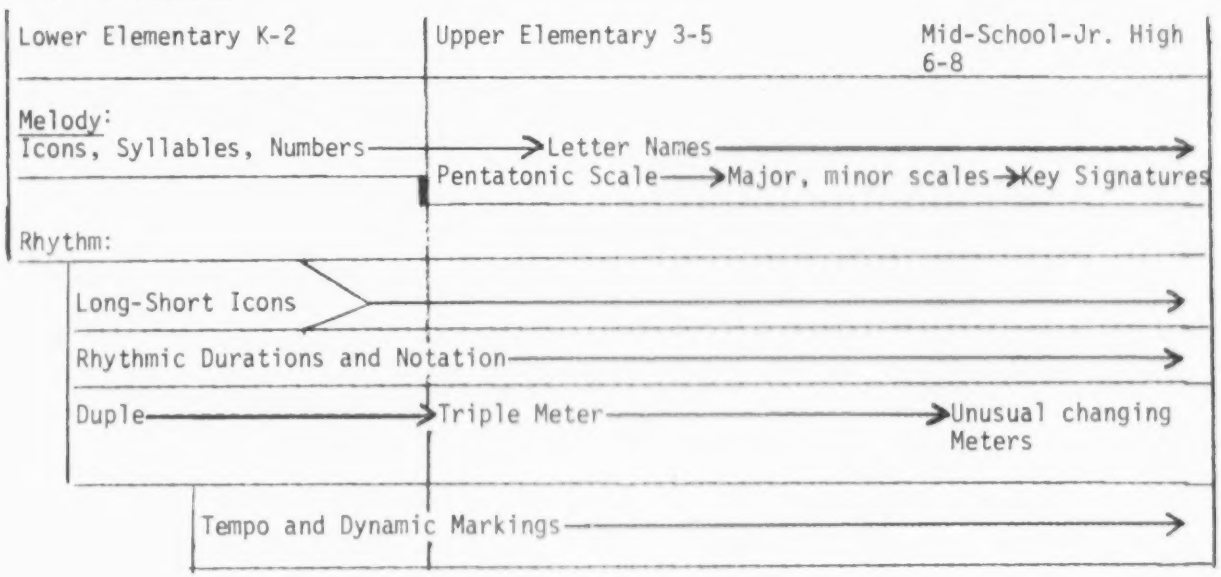


* If school opts to provide additional string and band experience for students, recommended starting times: strings--4th or 5th grade, band--5th or 6th grade.

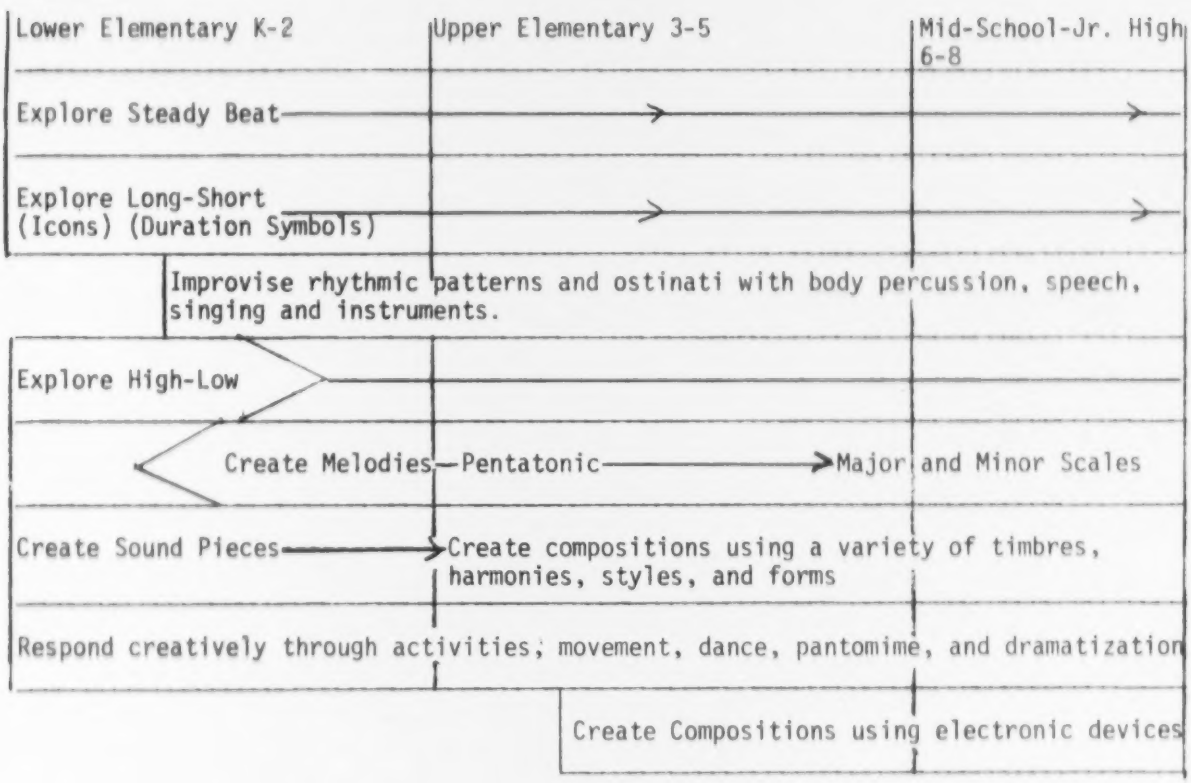
MOVING


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Move creatively to illustrate understanding of musical concepts including Rhythm, Melody, Harmony, Tempo-Dynamics, Form, and Timbre.
Singing Games
Structured Dance--Folk, Square Dance, Modern
Conducting Patterns--Duple, Triple Meter

READING-WRITING



CREATING

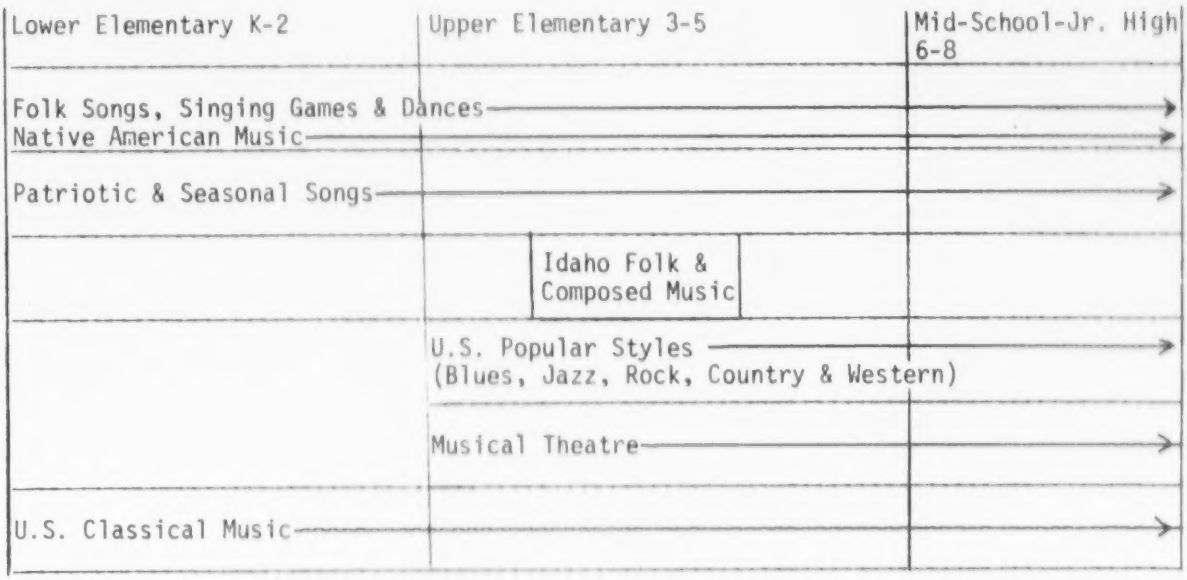

Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Explore Steady Beat
Explore Long-Short (Icons) (Duration Symbols)
Improvise rhythmic patterns and ostinati with body percussion, speech, singing and instruments.
Explore High-Low
Create Melodies
Pentatonic
Major and Minor Scales
Create Sound Pieces
Create compositions using a variety of timbres, harmonies, styles, and forms
Respond creatively through activities, movement, dance, pantomime, and dramatization
Create Compositions using electronic devices

LISTENING

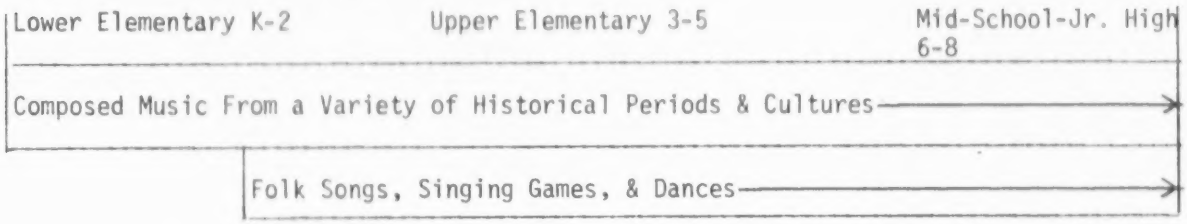
Lower Elementary K-2	Upper Elementary 3-5	Mid-School-Jr. High 6-8
Directed listening activities involving specific musical elements: Rhythm, Melody, Harmony, Tempo-Dynamics, Form, and Timbre (Recorded or Live)		
Develop aural discrimination of Melodic, Harmonic, and Rhythmic Concepts in Music		

Component III--Heritage and History of Music

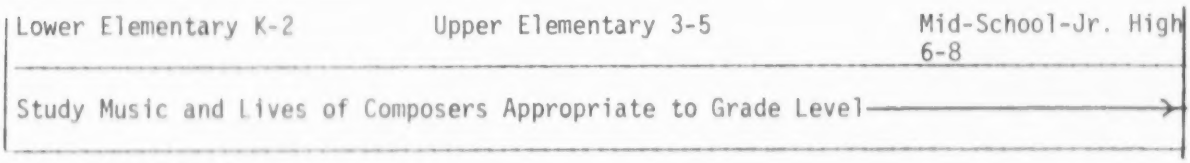
NATIONAL MUSIC HERITAGE


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Folk Songs, Singing Games & Dances
Native American Music
Patriotic & Seasonal Songs
Idaho Folk & Composed Music
U.S. Popular Styles (Blues, Jazz, Rock, Country & Western)
Musical Theatre
U.S. Classical Music

HISTORICAL PERIODS AND CULTURES


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Composed Music From a Variety of Historical Periods & Cultures
Folk Songs, Singing Games, & Dances

COMPOSERS AND THEIR MUSIC


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Study Music and Lives of Composers Appropriate to Grade Level

RELATIONSHIP OF MUSIC TO OTHER ARTS AND HUMANITIES

Lower Elementary K-2	Upper Elementary 3-5	Mid-School-Jr. High 6-8
Interpret Music Through Visual arts, Dance, Drama, & Stories →		
Incorporate Music Into Other Subject Areas →		
	Discover Principles Common to Music, Visual Arts, Dance, Literature, & Drama (Repetition -Contrast, Balance, Tension-Relaxation)	

COMMON MUSICAL STRUCTURES--LARGE & SMALL

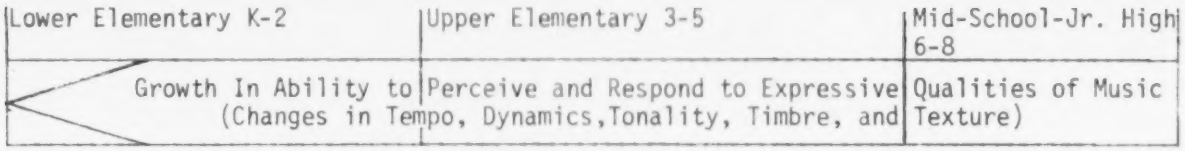
Lower Elementary K-2	Upper Elementary 3-5	Mid-School-Jr. High 6-8
Understand Small Musical Structures		
Songs Marches Dances Lullabies Singing Games	Waltzes Suites Overtures Minuets →	
	Understand Large Musical Structures	
	Program Music Absolute Music Ballet Opera →	Oratorio Symphony Concerto Sonata

PURPOSES FOR WHICH MUSIC IS CREATED (AFFECT ON STYLE AND FORM)

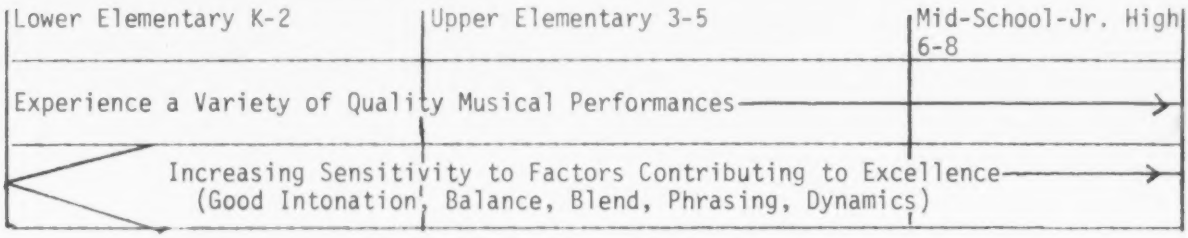
Lower Elementary K-2	Upper Elementary 3-5	Mid-School-Jr. High 6-8
Understand That Music Is Reflective of Different Lifestyles & Settings → (Cowboy Songs, Work Songs, River Songs, and Community Songs, etc.)		
Discover How Expressive Characteristics of Music Reflect Its Purpose →		

Component IV--Appreciation and Evaluation

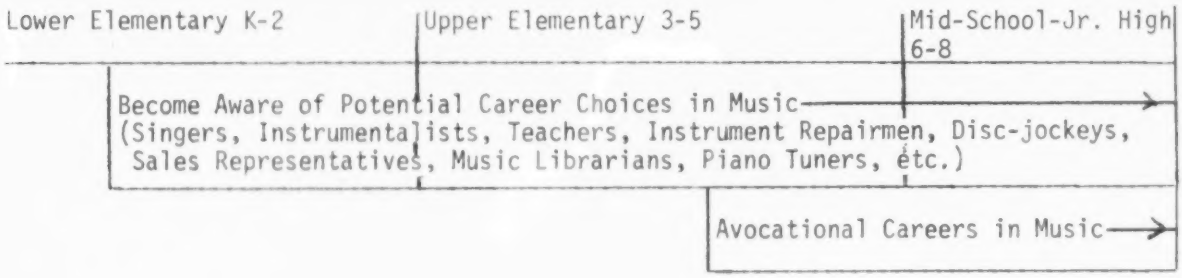
RESPONSE TO FEELINGS MUSIC CAN EVOKE


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Growth In Ability to Perceive and Respond to Expressive Qualities of Music
(Changes in Tempo, Dynamics, Tonality, Timbre, and Texture)

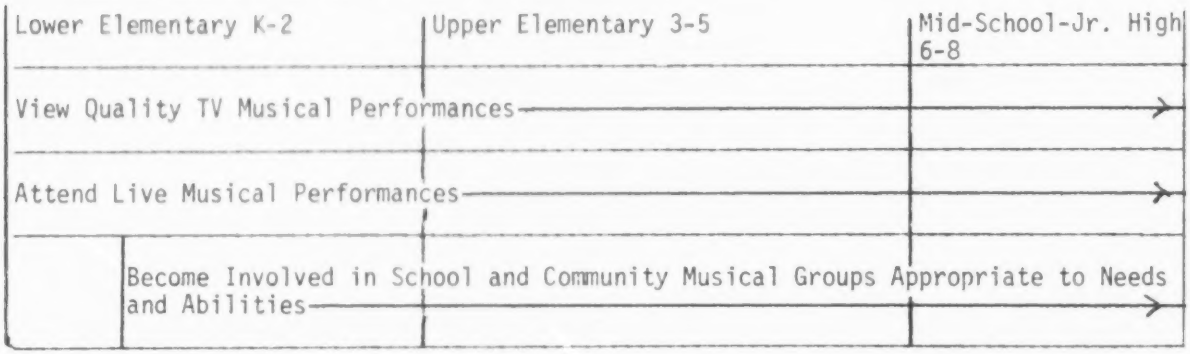
APPRECIATION FOR EXCELLENCE


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Experience a Variety of Quality Musical Performances
Increasing Sensitivity to Factors Contributing to Excellence
(Good Intonation, Balance, Blend, Phrasing, Dynamics)

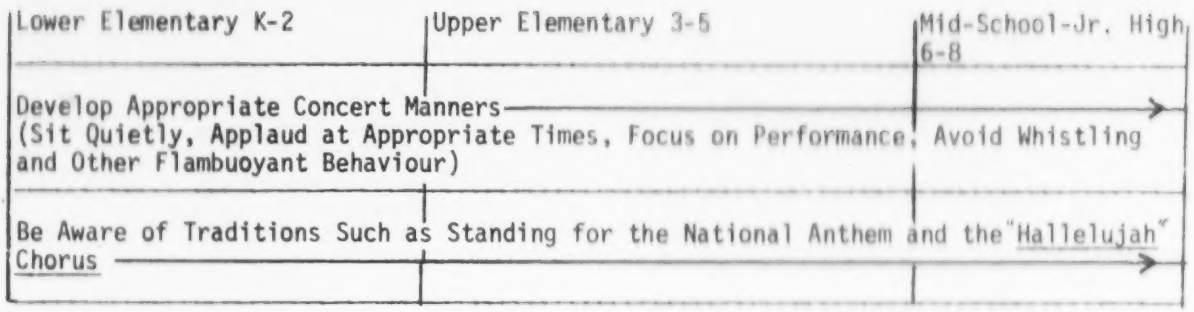
KNOWLEDGE OF MUSICAL CAREERS


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Become Aware of Potential Career Choices in Music
(Singers, Instrumentalists, Teachers, Instrument Repairmen, Disc-jockeys,
Sales Representatives, Music Librarians, Piano Tuners, etc.)
Avocational Careers in Music

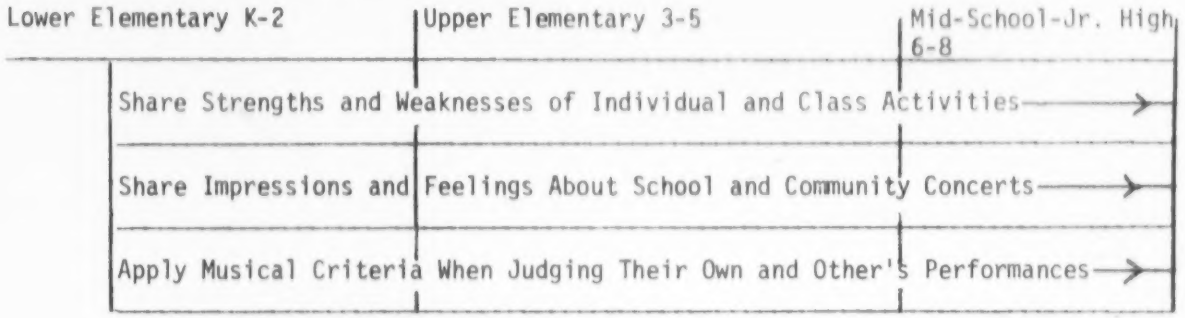
ADDITIONAL PERFORMING AND LISTENING OPPORTUNITIES


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
View Quality TV Musical Performances
Attend Live Musical Performances
Become Involved in School and Community Musical Groups Appropriate to Needs and Abilities

AUDIENCE BEHAVIOUR


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Develop Appropriate Concert Manners
(Sit Quietly, Applaud at Appropriate Times, Focus on Performance, Avoid Whistling and Other Flambuoyant Behaviour)
Be Aware of Traditions Such as Standing for the National Anthem and the "Hallelujah" Chorus

EVALUATE PERFORMANCES AND DEFEND JUDGMENTS


Lower Elementary K-2
Upper Elementary 3-5
Mid-School-Jr. High 6-8
Share Strengths and Weaknesses of Individual and Class Activities
Share Impressions and Feelings About School and Community Concerts
Apply Musical Criteria When Judging Their Own and Other's Performances

TEMPO **Indicates rate of speed.**

Largo— broadly, very slowly
Lento— slowly
Adagio— slowly, leisurely
Andante— a walking pace, flowing
Andantino— slightly faster than andante
Moderato— moderately
Allegretto— quickly, but not as fast as allegro
Allegro— at a quick pace, lively
Vivace or Vivo— lively
Presto— very fast
Prestissimo— faster than presto

Changing Tempos

Accelerando *(accel.)* to become faster
A tempo— resume original tempo
Mosso— motion
Moto— motion; *(con moto)* with motion, or quicker
Rallentando *(rall.)* gradually slowing in speed
Ritardando *(rit.)* becoming slower
Ritenuto *(riten.)* immediate slowing

DYNAMICS **Pertaining to the volume of sound.**

Pianissimo *(pp)* very soft
Piano *(p)* soft
Mezzo piano *(mp)* moderately soft
Mezzo forte *(mf)* moderately loud
Forte *(f)* loud
Fortissimo *(ff)* very loud
Sforzando *(sfz.)* strong accent

Changing Dynamics

Crescendo *(cresc.)* growing louder
Decrescendo *(decresc.)* growing softer
Diminuendo *(dim., dimin.)* growing softer

STYLE **The character or mood of the Composition.**

Animato— animated, with spirit
Brio— vigor, spirit
Cantabile— singing
Dolce— sweetly
Espressivo *(espress.)* with expression, feeling
Giocoso— humorously
Grazioso— gracefully
Legato *(leg.)* smoothly connected tones
Maestoso— majestically
Marcia— as a march
Portamento— slightly disconnected tones
Scherzando— playfully
Sostenuto— sustained
Staccato *(stacc.)* disconnected tones
Tenuto *(ten.)* held note
Tranquillo— calm, quiet, tranquil

MISCELLANEOUS TERMS

Coda— ending
Con— with
D. C. *(Da Capo)* go to the beginning
D. C. al Fine— repeat from the beginning to the end (Fine).
D. S. *(Dal Segno)* the sign
D. S. al Fine— repeat from the sign to the end (Fine)
Fermata— pause, or hold the note
Fine— the end
Loco— in normal location or pitch register
Meno— less
Molto— much
Non— not
Piu— more
Poco— a little
Poco a poco— little by little, gradually
Sempre— always
Simile— in a similar way
Troppo— too much

NOTES AND RESTS

whole note — whole rest
half note — half rest
quarter note — quarter rest
eighth note — eighth rest
sixteenth note — sixteenth rest
thirty-second note — thirty-second rest
grace note— to be played quickly
arpeggiated, or rolled chord

SIGNS

♯ — sharp — 𝄪 — double sharp
♭ — flat — 𝄫 — double flat
♮ — natural — 8va — octave
— fermata
— staccato — — portamento
— stress, accent, strong accent
1. 2. — first and second endings
3 — triplet
C *(common time)* 4 beats to the measure *(4/4)*
¢ *(alla breve)* 2 strong beats to the *measure (2/2)*
repeat sign
tied notes
slurred notes
Ped., P, —pedal indications

GLOSSARY

The following glossary of terms has been defined in non-musical language to help facilitate basic understanding of the music objectives.

Accent - The stress of one tone over others.

Accompaniment - Music played or sung to support a melody.

Alle Breve time - Music which has two beats to a measure. Notated as 2/2 or ¢.

Arpeggio - Executing a chord by playing one tone after another, from the bottom up, instead of playing all tones simultaneously.

Articulation - A term used to denote clarity in a musical performance. Correct phrasing, smooth and separated, are some of the aspects involved.

Balance - Use of the elements of music in such a way as to produce an integrated whole.

Band - An instrumental group usually consisting of brass, woodwind, and percussion instruments.

Beat - The underlying pulse of the music upon which the rhythm is organized.

Blend - Refers to how well voices and/or instruments fit and relate harmoniously to produce a particular quality.

Brass - A group of instruments whose characteristic feature is the mouthpiece which is nearly always cup-shaped. Some examples are trumpet, French horn, trombone, and tuba.

Canon - A composition in which one part is imitated strictly in another part at any pitch or time interval.

Chant - Speaking rhythmically.

Chord - Three or more pitches played at the same time.

Chord Progression - A series of chords for example I, IV, V_7, I.

Chord Symbols - Symbols used to identify chords and their qualities; such as IV equals a chord built on the fourth note of a scale, major quality.

Chorus - A group of singers.

Chromatic Scale - A scale of twelve tones all one half step apart.

Coda - A supplement to the ending of a composition.

Common Time - Music which has four beats to a measure. Notated as 4/4 or C.

Composer - A person who writes music.

Composition - A musical piece.

Conducting - Directing a performing group so as to coordinate the performers.

Consonance - A term used to describe the restful effect produced by certain combinations of tones.

Contrast - Use of opposing or different elements.

Descant - Is an independent melody, usually higher than the main melody, which has been designed to provide harmony for the song.

Devised Notation - Ways of expressing rhythm and pitch other than traditional musical notation. For

example:

a. ⎵ ⎵ ⎵ ⎵ (long-short)

b. ⎵ ⎵ ⎵ ⎵ — (melodic movement)

Diatonic Scale - The tones of the major or minor scale; opposite of the chromatic scale.

Dictation - The ability to write tonal and rhythmic patterns using notation.

Diction - Clarity of consonants and purity of vowels while singing.

Dissonance - A term used to describe the restless or tense effect produced by certain combinations of tones.

Dominant - Pertaining to the fifth tone of a scale.

Dynamics - Refers to the volume of the sound, loudness and softness.

Form - General principles which govern the structure of a composition.

Four-part Harmony - Simultaneous sounding of four tones.

General Music - A class designed to give a general, broad overview of music. There is emphasis on listening, singing, playing instruments, music reading, rhythmic activities, and creative experiences.

Half Step - The smallest interval in a scale, as represented by the distance between two consecutive keys on the piano keyboard.

Hand Signals - The use of the hand for designating syllables. (do, re, mi, etc.)

Harmony - Produced when two or more tones sound simultaneously.

Harmony Instruments - Simple musical instruments used to produce chords. Some examples are the autoharp and ukelele.

Home Tone (Key Center) - The tone on which a scale is built.

Improvising - Making up music while performing it.

Interval - The distance in pitch between two tones.

Intonation - Singing or playing in tune.

Introduction - The beginning part of a musical selection.

Jazz Ensemble - A group of instrumentalists whose repertoire consists primarily of jazz and rock music.

Keyboard Instruments - Instruments having a keyboard such as the piano, organ, harpsichord, etc.

Key Center - See Home Tone.

Key Signature - Indicates which arrangement of tones (scale) is being used.

Letter Names - Refers to the names of the lines and spaces of the staff (such as A, B, C, D).

Major Key - A common format for the arrangement of tones.

Major Scale - A series of eight tones, all going up or all going down with a definite distance between each, the eighth tone being an octave from the first (do, re, mi, fa, sol, la, ti, do).

Major Second - Consists of two tones; their relationship is the same as the first and second notes of a major scale.

Major Seventh - Consists of two tones; their relationship is the same as the seventh note of a major scale is to the first note.

Major Sixth - Consists of two tones; their relationship is the same as the sixth note of a major scale is to the first note.

Major Third - Consists of two tones; their relationship is the same as the third note of a major scale is to the first note.

Melodic Line - A series of single pitches that move up or down or stay the same.

Melodic Pattern - A series of single pitches; not as long as an entire melody.

Melodic Phrase - A series of single pitches expressing a musical thought.

Melody - A series of single pitches.

Melody Instruments - Simple musical instruments used to produce sounds which have pitch. Some examples are the xylophone and tone bells.

Meter - Refers to the number of beats grouped per measure.

Meter Signature - Same as time signature; the upper number indicates the number of beats in each measure, the bottom indicates the kind of note that receives one beat.

Musical Periods - The most commonly studied eras are Renaissance (1450-1600), Baroque (1600-1750), Classical (1750-1800), Romantic (1800-1900), Contemporary (1900-present).

Music Appreciation - An outgrowth of music instruction that is involved with the understanding and valuing of the music experienced.

Music Symbols - A type of music shorthand, some symbols are: F, P, PP meaning loud, soft and very soft, respectively.

Minor Scale - Common format for the arrangement of tones.

Minor Second - Consists of two tones; their relationship is the same as the eighth note of a major scale is to the seventh note.

Minor Third - Consists of two tones; their relationship is the same as the third note of a minor scale is to the first note.

Music Theory - The study of the principles upon which music is built.

Music Therapist - One who treats mental illness and, to a lesser extent, certain physical ailments through music.

Non-Performance Classes - Classes where the main activities or means of developing aesthetic sensitivity are verbalizing and analyzing.

Non-Selective Chorus - A chorus open to all students interested in music regardless of ability, voice, range, and quality.

Notation - A system of symbols used to indicate different properties of musical sound.

Numbers - The names given the tones of a scale; such as 1, 2, 3, 4, etc.

Octave - A tone on the eighth degree from a given tone.

Orchestra - An instrumental group consisting of strings, woodwinds, brass, and percussion.

Ostinato - A continuously repeated melodic or rhythmic figure.

Partner Songs - A pair of songs that can be sung together.

Pentatonic Scale - A five-tone scale.

Percussion - One of four main families of instruments. Some percussion instruments are drums and tympani.

Perfect Fifth - Consists of two tones; their relationship is the same as the first and fifth notes of a major or minor scale.

Perfect Fourth - Consists of two tones; their relationship is the same as the first and fourth notes of a major or minor scale.

Performance Classes - Classes where one of the main activities or means of developing aesthetic sensitivity is performing or "doing."

Phrase - A musical thought.

Pitch - Highness or lowness of a tone.

Proper Posture - Sitting or standing tall to make maximum use of breath.

Range - The number of tones that can be performed by the voice or an instrument.

Repair Person - A person who repairs musical instruments or equipment.

Repetition - One of the most important principles of structure. It may involve repetition of a musical idea.

Rhythm - Flow of sounds which can vary in length and have a pattern of accents.

Rhythmic Pattern - A series of sounds having time value.

Rhythmic Phrase - A series of sounds having time value.

Rhythm Instruments - Simple musical instruments used to produce rhythmic sounds. Some examples are drums, triangles, cymbals, woodblocks, and rhythm sticks.

Rondo Form - A composition which has a main theme which is repeated each time subordinate themes are introduced, such as A to B to A to C to A, where A is the main theme and B and C are subordinate themes.

Round - A simple song which is exactly imitated by another voice or instrument starting slightly later.

Selective Chorus - A chorus composed of students who are chosen according to ability, voice, range, and quality.

Sight Reading - Performing music at sight as opposed to performing music after rehearsing it.

Skip - Notes which are not next to each other on the staff.

Social Instruments - Guitar, ukelele, banjo, piano, etc.

Sound Sources - Sounds that can be produced by materials normally found in the classroom. Examples are tapping a desk, slamming a book, making vocal sounds, and striking the wastebasket.

Standard Notation - To write down music on paper using traditional music symbols.

Steps - Notes which are next to each other on the staff.

Strings - One of four main families of instruments. Some stringed instruments are violin, viola, and string bass.

Style - The method of treating all the elements of music.

Sub-dominant - Pertaining to the fourth note of a scale.

Syllables - Used in vocal exercises instead of a text (do, re, mi, fa).

Syncopation - A shifting of the accent from its normal position within the measure.

Tempo - The speed of the music (how fast or how slow).

Texture - The way melody, harmony, and rhythm fit together.

Theme and Variations Form - A musical form resulting from the statement of a theme which is followed by a number of modified restatements which are called variations.

Three-part Form - Music which has three main sections. The first and last are similar, but the middle section is made up of different musical elements.

Three-part Music - Music written with three harmony parts.

Timbre - Quality of the sound, such as squeaky, bright, mellow.

Tonal Pattern - A series of sounds which have a definite pitch.

Tone - A sound with a definite pitch.

Tonic - The first and main tone of a scale or key.

Traditional Notation - See Standard Notation.

Transpose - Rewriting or performing a composition in another key such as E instead of the original D.

Triad - A chord of three notes.

Two-part Form - Music which has two main sections, with different musical elements in each.

Two-part Music - Music written with two harmony parts.

Variety - Using elements of contrast in a composition.

Vowels - Vocal sounds such as a, o, u.

Whole Step - An interval including two half steps.

Woodwinds - One of four main sections of the orchestra. Some instruments are flute, piccolo, oboe, English horn, clarinet, bass clarinet, bassoon, and double bassoon.

RESOURCE MATERIALS

Idaho State Department of Education

Textbook Adoptions and Guidelines for Instructional Improvement. Yearly publication which lists texts and other instructional materials adopted for use in Idaho schools. Elementary music texts and materials included.

Secondary School Courses of Study, 1985. Includes goals and objectives for secondary music classes which parallel those in the Idaho Elementary Music Course of Study, K-8.

Music Educators National Conference, 1902 Association Drive, Reston, VA 22091.

The School Music Program: Description and Standards, 1986. Includes a concise rationale for music in schools, curriculum outlines, staff scheduling, physical facilities, materials and equipment.

Eclectic Curriculum in American Music Education: Contributions of Dalcroze, Kodaly, and Orff, 1972. Beth Landis and Polly Carder. Principles and teaching procedures of three major European musician-educators, including practical information on common American adaptations of their theories.

The Music Industry Conference Guide for Music Educators. A list of manufacturing and publishing firms which supply materials and equipment used in music education.

Kodaly Materials

Kodaly in Kindergarten by Katinka Scipiades Daniel. Champaign, ILL: Mark Foster, 1981.

The Singing Book. Beginning Level. Second Level. Intermediate Level. San Francisco: Renna/White Associates, 1977, 1983, 1981. By Marly Alice Hein and Lois Choksy.

The Kodaly Method. 2nd ed., by Lois Choksy. Englewood Cliffs: Prentice-Hall, 1988.

The Kodaly Context by Lois Choksy. Englewood Cliffs: Prentice-Hall, 1981.

Sing and Play by Sandra Mathias. A book of songs and games with accompanying workbook. Columbus, OH: Nimbus, 1987.

Orff Materials

Discovering Orff by Jane Frazee with Kent Kreuter. New York: Schott, 1987.

Holidays and Holy Days by Dianne Ladendecker. San Diego: Curtis Music Press, 1986.

Sing We Noel by Mary Goetze. St. Louis: MMB Music, 1984.

All Around the Buttercup by Ruth Boshkoff. New York: Schott, 1984.

Metric Language: Rhythmic Reading by Ruth Pollack Hamm. Melville, NY: Belwin Mills, 1975.

Tune Into Limericks by Elizabeth Nichols. Hialeah, FL: Volkwein Bros., 1974.

Circle Round the Zero by Maureen Kenney, St. Louis: MMB Music, 1974.

Orff Instrument Source Book, rev. ed., vols. 1, 2 by Elizabeth Nichols. Melville, NY: Belwin Mills, 1983.

General

Rhythm and Movement by Elsa Findlay. Princeton, NJ: Summy-Birchard, 1971.

Teaching Movement and Dance by Phyllis S. Weikart. Ypsilanti, MI: High/Scope, 1982.

Let's Slice the Ice by Eleanor Fulton and Pat Smith. St. Louis: MMB Music, 1978.

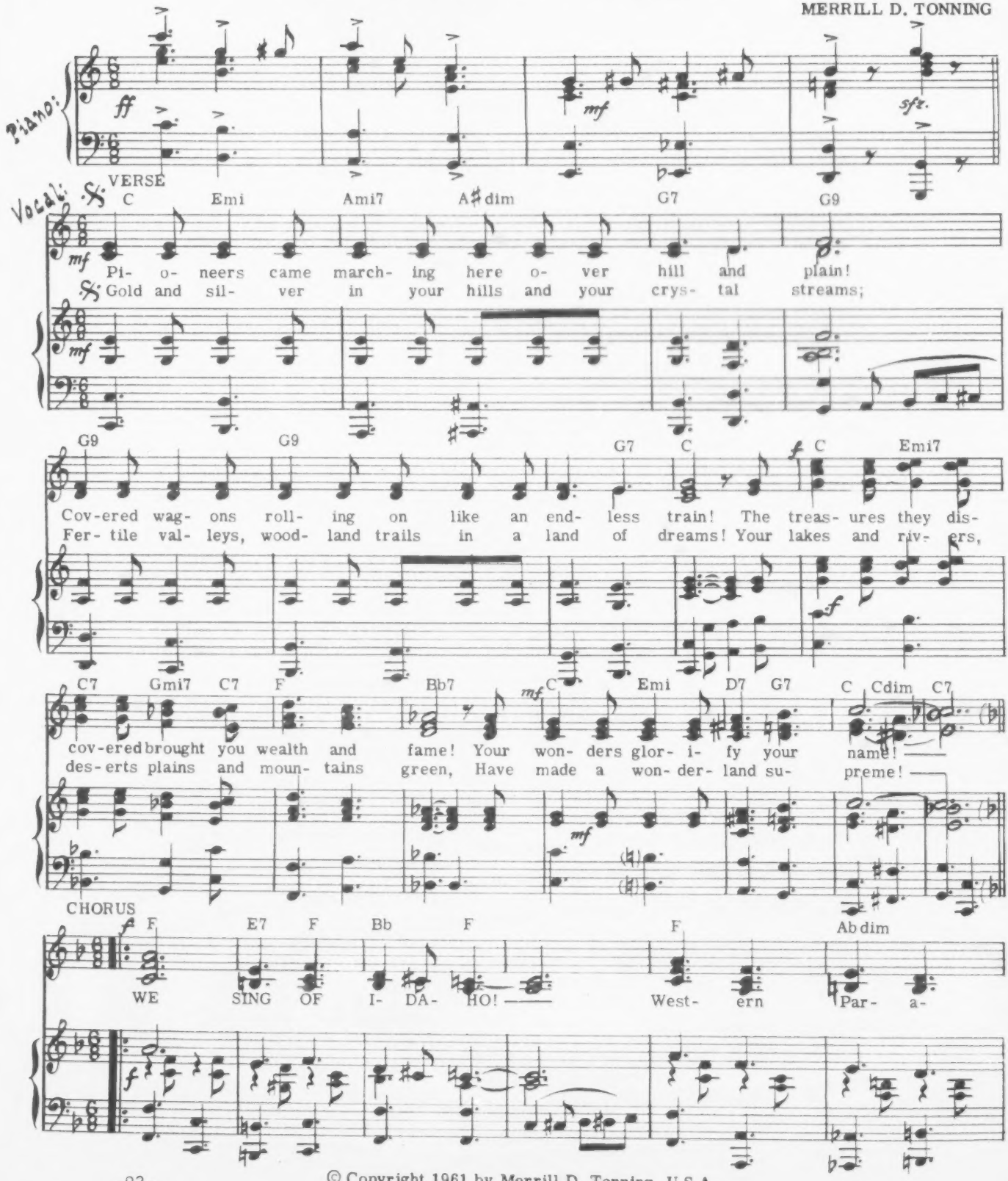
150 American Folk Songs by Peter Erdei. Boosey & Hawkes, 1974.

120 Singing Games and Dances for Elementary Schools by Lois Choksy and David Brummitt. Englewood Cliffs: Prentice-Hall, 1987.

Sourwood Mountain, ed. by Philip Tacka and Susan Taylor-Howell. Whitewater, WI: Organization of American Kodaly Educators, 1986.

Designated as the Official Idaho Centennial March
By Governor Robert E. Smylie

WE SING OF IDAHO

Words and Music by
MERRILL D. TONNING

Piano:
ff
mf
sfz.
Vocal:
VERSE
C Emi Ami7 A♯dim G7 G9
Pi- o- neers came march- ing here o- ver hill and plain!
Gold and sil- ver in your hills and your crys- tal streams;
G9 G9 G7 C C Emi7
Cov-ered wag- ons roll- ing on like an end- less train! The treas- ures they dis-
Fer- tile val- leys, wood- land trails in a land of dreams! Your lakes and riv- ers,
C7 Gmi7 C7 F Bb7 C Emi D7 G7 C Cdim C7
cov-ered brought you wealth and fame! Your won- ders glor- i- fy your name!
des-erts plains and moun- tains green, Have made a won- der- land su- preme!
CHORUS
F E7 F Bb F F Ab dim
WE SING OF I- DA- HO!
West- ern Par- a-

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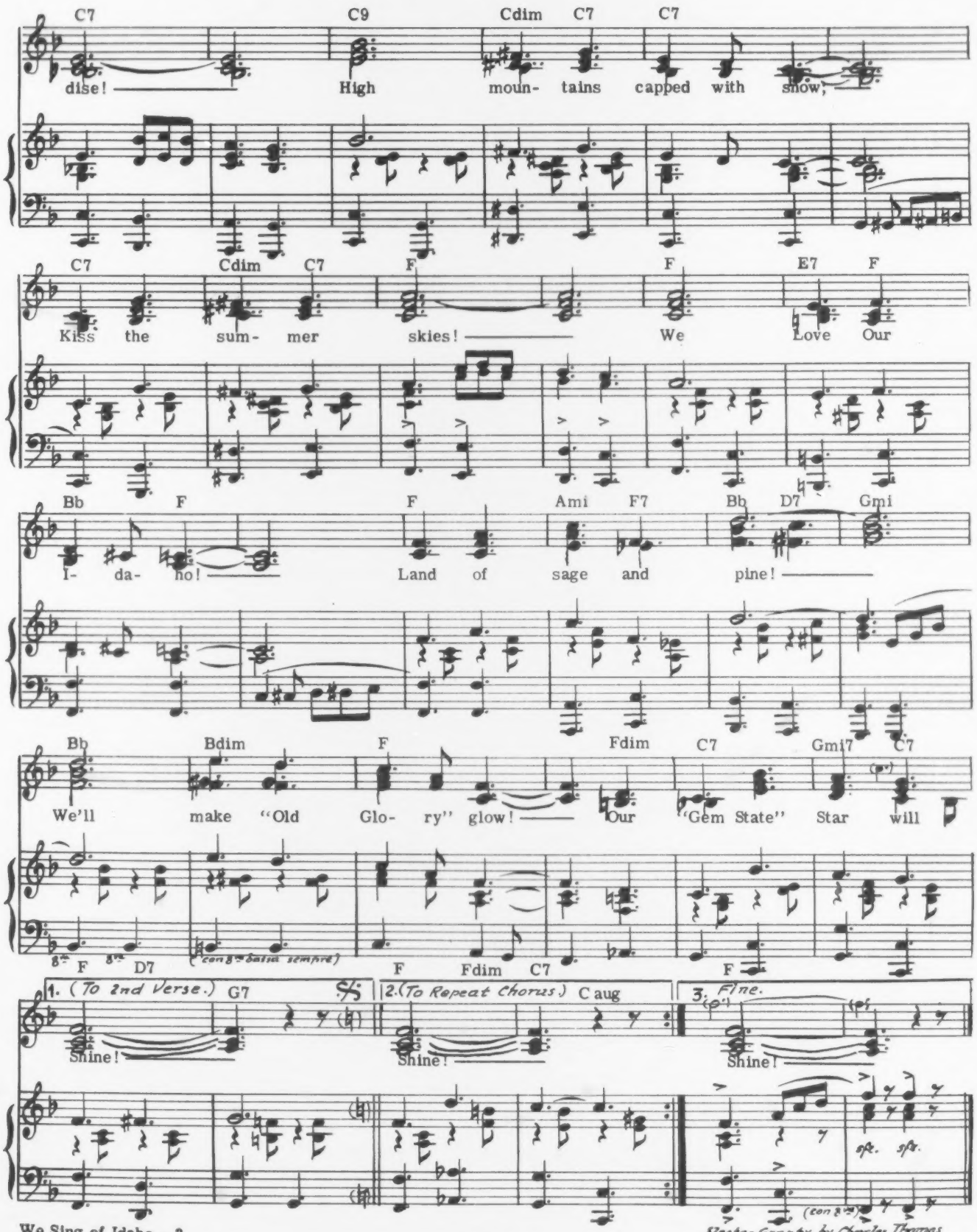

C7 C9 Cdim C7 C7
dise! High moun- tains capped with snow,
C7 Cdim C7 F F E7 F
Kiss the sum- mer skies! We Love Our
Bb F F Ami F7 Bb D7 Gmi
I- da- ho! Land of sage and pine!
Bb Bdim F Fdim C7 Gmi7 C7
We'll make "Old Glo- ry" glow! Our "Gem State" Star will
F D7 (con 8va bassa sempre) F Fdim C7 F
1. (To 2nd Verse.) G7
Shine!
2. (To Repeat Chorus.) C aug
Shine!
3. Fine.
Shine!
(con 8va)

Electo-Graphy by Charles Thomas

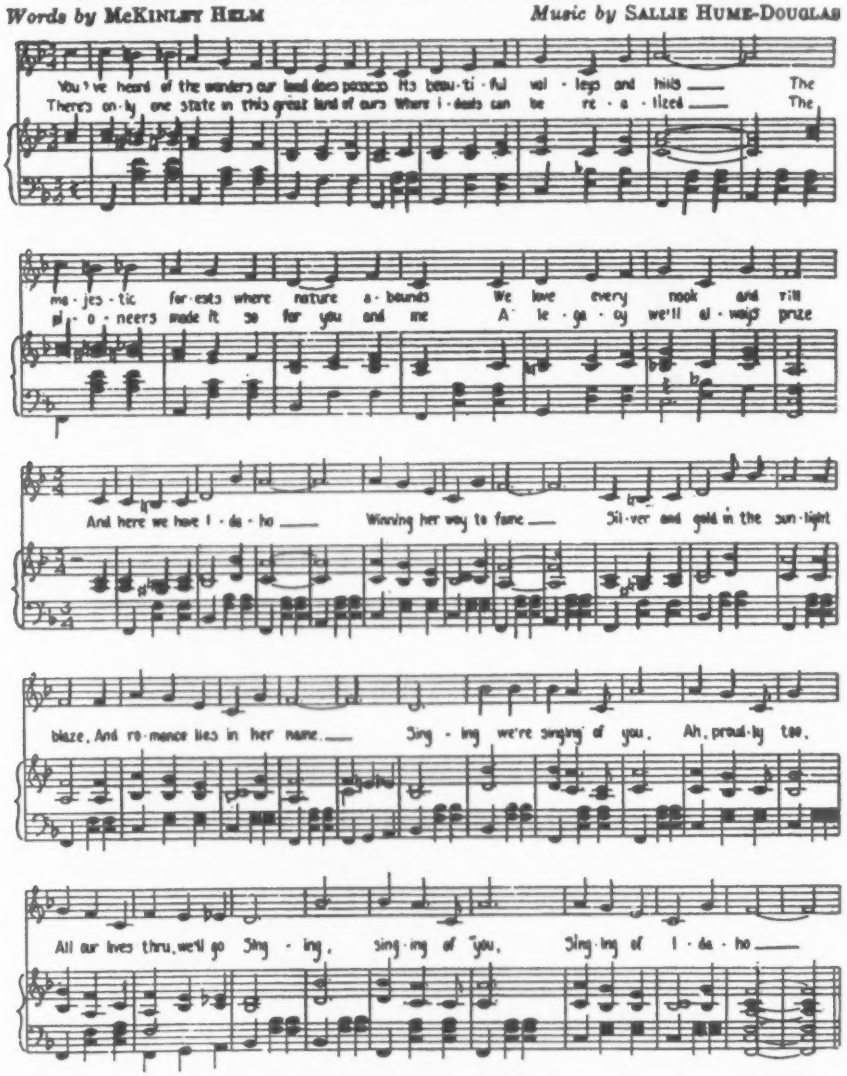
IDAHO: SYMBOLS OF STATEHOOD

HERE WE HAVE IDAHO

(OUR IDAHO)

Official Idaho State Song by Enactment of Twenty-first Session of Idaho Legislature.

Music adapted from "Garden of Paradise" and used by permission of Sallie Hume-Douglas.

***Words by* McKINLEY HELM** ***Music by* SALLIE HUME-DOUGLAS**

You've heard of the wonders our land does possess Its beau-ti-ful val-leys and hills The
There's on-ly one state in this great land of ours Where i-deals can be re-a-lized The
me-jes-tic for-ests where nature a-bounds We love every nook and rill
pi-o-neers made it so for you and me A-le-ga-cy we'll al-ways prize
And here we have I-da-ho Winning her way to fame Sil-ver and gold in the sun-light
blaze, And ro-mance lies in her name. Sing-ing we're singing of you. Ah, proud-ly too.
All our lives thru, we'll go Sing-ing, sing-ing of you, Sing-ing of I-da-ho

STATE SONG

Adopted by the 1931 Legislature

Idaho Code 67-4503 (Chapter 105 - 1931 Session Laws) Amended by Chapter 64 of the 1955 Session Laws to give McKinley Helm credit for composing words and chorus to Here We Have Idaho - General Version. (Words as sung prior to adoption of song by State Legislature)

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